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Application inside

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The University of Massachusetts Boston is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally-recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation by the New England Association indicates that the institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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The University of Massachusetts Boston is a member of the Council of Graduate Schools of the United States and the Northeastern Association of Graduate Schools.

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An Introduction to UMass Boston

The University

The University of Massachusetts Boston is a community of scholars that prides itself on academic excellence, diversity, and service. A commuter institution, it is a university serving not only its students, but also the greater Boston community, through scholarship and research in many areas of vital importance to urban life. A public university, UMass Boston was founded in 1964 to provide the opportunity for superior undergraduate and graduate education at moderate cost to the people of the Commonwealth and particularly of the greater Boston area. Today it continues to honor that commitment, offering programs responsive to the particular needs and circumstances of its urban constituency. It is a lively place, where daytime and evening classes go on year round, and where studies in a wide range of disciplines are conducted by a truly distinguished faculty.

UMass Boston, which has more than 12,000 students in its undergraduate, graduate, and continuing education programs, is the second largest campus in the University of Massachusetts system. With campuses at Amherst, Boston, Dartmouth, Lowell, and Worcester, the University of Massachusetts serves more than 57,000 students and is the largest university system in New England.

Four academic units grant bachelor's degrees at UMass Boston. The College of Arts and Sciences offers students sound training in the liberal arts and prepares them for careers in such fields as education, law, medicine, and scientific research. The College of Management offers academic preparation for professional, managerial careers in commerce, industry, government agencies, and other institutions. The undergraduate curriculum of the College of Nursing leads to the BS degree in nursing and entry into professional practice; the College's Program in Human Performance and Fitness offers students preparation for careers in teaching, athletic training, and exercise physiology. The College of Public and Community Service prepares students—particularly experienced, older students—for careers in the social services. In cooperation with the Colleges, the Teacher Education Program works to provide undergraduates with the opportunity to begin the pursuit of their careers in education.

Despite differences in perspective, the educational programs of all the academic units of the University are similar in principles and requirements. All UMass Boston undergraduates must achieve competence in expository writing and critical thinking. All become familiar with traditional academic disciplines and explore ways of applying those disciplines to their own lives and to the world at large. All prepare themselves, through intensive study in particular fields of learning, for careers or for graduate education.

Graduate education at UMass Boston has been an area of dramatic growth over the last decade. The University awards the PhD, the EdD, the Certificate of Advanced Graduate Study, the MA, MBA, MEd, and MS degrees, and several graduate certificates. It offers graduate programs in thirty different fields, including the central liberal arts disciplines, business administration, clinical psychology, education, nursing, and such new or developing areas of study as computer science, environmental sciences, gerontology, human services, and public policy. Further information about these programs may be found in the University's Graduate Studies Bulletin.

UMass Boston could neither grow as a university center nor sustain the excellence of its undergraduate programs without relying on the energy, commitment, and intellectual strength of a superior faculty. While the lists of faculty members and their credentials in this catalog show the distinction of the teaching staff's academic training, these lists can only suggest the staff's deep involvement in research and scholarship, the extent of their expertise, and the care and innovation they bring to the development of the curriculum.

Program and course descriptions offer a fuller sense of the University's resources. Undergraduates at UMass Boston can choose from more than one hundred areas of study, ranging from accounting to ancient Greek, computer science to creative writing, gerontology to women's studies. There are such traditional disciplines as English, history, mathematics, and physics. There are programs that examine single areas from the perspectives of a variety of disciplines—such programs as those in communication, Latin American studies, and the study of religion. Some programs, such as those in biology and medical technology, community planning, exercise physiology, and human resources management, offer specific preparation for advanced professional training or careers.

It has become increasingly important in the contemporary world to understand other cultures and nations, and to speak their languages. The University is taking several steps to enrich its offerings in fields related to international study, particularly by building stronger relationships between language study and the social sciences, and also by increasing opportunities for study abroad.

At a fine university, scholarship and research are respected, and so is the art of teaching. UMass Boston's faculty members are committed and accomplished teachers: students and their instructors meet in an atmosphere of academic friendship and concern for individual progress. The University's educational programs invite students to join in the excitement of intellectual exploration and to achieve the satisfactions of personal and professional growth. Academic work at UMass Boston is demanding—and rewarding.

An Accessible University

The University believes that a good education should be available to anyone who has the desire and potential for academic achievement. The cost of attending UMass Boston is moderate, and the University makes every effort, through financial aid and part-time employment programs, to bring its offerings within reach of students in need.

Most UMass Boston students must schedule their course work with diverse responsibilities in mind—some students study, hold jobs, and raise families all at once. The University therefore conducts classes between 8:30 am and 10:00 pm, and makes no distinction between daytime and evening courses: the same faculty teaches both. The University also enables matriculated students to carry part-time course loads and to switch easily between full- and part-time study. The off-campus program of the Division of Continuing Education extends classes outward into the community by offering courses at a variety of off-campus sites in Boston and the suburbs.

To help students get the most from their education at UMass Boston, the University provides a wide spectrum of services, including orientation and placement testing for new students, academic advising, tutorial assistance in specific courses, and career planning. The University Advising Center offers services for all undergraduates, while each College also provides for the needs of its own students. UMass Boston's faculty and staff are committed to helping individual students live up to their academic potential.

Students need not pursue degrees to take advantage of UMass Boston's offerings. Nondegree students can enroll in individual courses where space is available, or earn certificates as "certificate students" by completing one- or two-year sequences of course work in a number of fields through a program of study or a career certificate program. High school students can sample university life, while still in high school, by taking introductory courses at UMass Boston through the Flexible Campus Program.

The University

Many UMass Boston students are women with families, jobs, or both. The University operates a fully certified Child Development Center, with separate toddler and preschool programs, to care for young children while their parents attend classes.

Many veterans are students at UMass Boston. Through the William Joiner Center for the Study of War and Social Consequences, the University provides a wide array of services responsive to their needs. These services include help with educational benefits through the Office of Veterans Affairs, academic and personal counseling, and tutorial and advocacy services.

The University is committed to providing equal access and auxiliary aids and reasonable accommodations to persons with physical and learning disabilities. For the many students with disabilities, the Lillian Semper Ross Center for Disability Services, the University Advising Center, and the Adaptive Computer Lab work together to provide the accommodations and auxiliary aids students may need to have equal access to education at UMass Boston.

The University was built as a totally accessible campus, and renovations and remodeling efforts have always been in full compliance with the Americans with Disabilities Act (ADA). The Ross Center provides students with sign language interpreting services and assisted listening devices; testing modifications; and a variety of study aids according to their individual needs. The Center also houses peer support clubs and the Council for Students with Learning Disabilities.

Informational admissions seminars are offered several times weekly at UMass Boston, and the Office of Admissions regularly sends staff members throughout metropolitan Boston to discuss educational opportunities with parents and students. The Admissions Office has developed flexible and convenient admissions procedures, and provides thoughtful counseling, useful information, and prompt admissions decisions to all students interested in attending the University.

Because Boston has a truly international population, the University conducts a program in English as a Second Language to help those who are native speakers of such languages as Spanish, Greek, Chinese, Portuguese, French, German, Japanese, Vietnamese, and the languages of Africa to progress smoothly through the course work of an American university. Special counselors are available to serve the needs of Spanish-speaking students and Vietnamese-speaking students.

The changing demographics of the US population suggest that to be truly educated, each of us should be able to understand a wide variety of people and their cultures, in order to function effectively in a changing world. The University believes that the explicit study of the diversity of the world's peoples is an essential component of an undergraduate education. UMass Boston has therefore required all undergraduates to take one or more courses that address human diversity as a major theme.

The study of cultural and social groups previously marginalized or ignored in the curriculum is of great value to all students. It strengthens their academic preparation by exposing them to a rich body of scholarship from a wide range of disciplines. Such study also helps them acquire the analytical tools and knowledge they need to understand human diversity in a complex and changing world.

The University's broad definition of diversity includes race, gender, culture (national origin, ethnicity, religion), social class, age, sexual orientation, and disability.

As a member of the five-campus system, UMass Boston participates in interchanges with the other undergraduate campuses—at Amherst, Dartmouth, and Lowell—which enable students to transfer freely from one to another campus on a temporary or permanent basis as appropriate to their academic needs. And under a restructured President's Office, the University is exploring additional kinds of collaboration that will make resources and programs within the system available to students on every campus. Accordingly, undergraduates at UMass Boston can expect new opportunities for connections with their peers throughout the University of Massachusetts system.

UMass Boston is a commuter school. Shuttle buses run between the JFK/UMass MBTA station and the campus, and parking space is available for moderate cost at the campus in underground garages and outdoor lots.

The University wants students to be at home at UMass Boston. Many students commute from their home communities, while others utilize the free computerized Housing Referral Service for assistance with finding rental property and/or roommates.

A University with Impressive Facilities

UMass Boston's Harbor Campus offers fine facilities for learning and relaxation in a handsome array of buildings on a peninsula three miles south of downtown Boston.

The University's Joseph P Healey Library houses some 550,000 carefully selected volumes and currently receives more than 3,000 domestic and international journals and newspapers. It also maintains a government documents collection, microform publications, electronic periodical indexes, and over 500 full text electronic journals. These resources support UMass Boston's programs at every level. Library staff provides instruction on the use of resources in the collection. Students, faculty, and staff also benefit from the University's membership in the Boston Library Consortium and the Fenway Library Consortium, whose combined memberships include over twenty academic and research libraries in the greater Boston area and beyond.

The Healey Library is centrally located on the campus plaza and is easily accessible from the enclosed walkway that connects all campus buildings. Its comfortable study environment includes carrels and tables. All holdings of the Healey Library are entered in the easy to use on-line public access catalog (OPAC) which contains a record of every book, journal, government document, and audio tape held by the University Library. From outside the Library, OPAC can be used by anyone who has either a terminal and a modem, or a personal computer with telecommunications software and a modem. OPAC enables the user to make connections with other library catalogs in Massachusetts and elsewhere.

University students have access to fine research equipment. The science departments, for example, maintain both teaching laboratories and research laboratories in which students can join with faculty in pursuing full-scale research projects. Biology students can make use of such facilities as electron microscopes and the University's tropical greenhouses and can work at several field stations. Physics students can study in the University's magnetics laboratory or explore the heavens through a telescope housed in an observatory atop the Healey Library.

The University

Both teaching and research at UMass Boston benefit from the extensive facilities coordinated by the University's Computing Services Center. These include DEC VAX computers, public computing labs providing students with access to terminals and to DEC, IBM, and Apple microcomputers, a sophisticated graphics lab, and the Adaptive Computing Lab for students with disabilities. The Center also provides users with access to resources at other Massachusetts public colleges and universities, and connects UMass Boston through its Internet node to institutions of higher education in many parts of the world.

The Catherine Forbes Clark Athletic and Recreation Center—which is open to the public as well as to UMass Boston students, faculty, and staff—provides a large gymnasium that can accommodate 3,500 spectators for such events as basketball games, a hockey rink with seats for 1,000, and a swimming and diving pool fully equipped for intercollegiate competition. Among other resources are a fitness center, and special equipment for dance, gymnastics, boxing, wrestling, martial arts, weight training, and therapeutic exercise. Outdoor facilities include playing fields, tennis courts, and an eight-lane, 400-meter running track. The University also maintains a small fleet of sailboats and rowing dories.

Sharing the peninsula with UMass Boston is the John F Kennedy Presidential Library, a public institution established to preserve and make available the documents and memorabilia of President Kennedy and his contemporaries in politics and government. The Library building, designed by IM Pei, has become a Boston landmark. The JFK Library shares its impressive archival resources with UMass Boston students and their instructors through a series of educational programs. An equally impressive range of research opportunities is provided by the nearby Massachusetts Archives and Commonwealth Museum.

A University for Students

UMass Boston has two student publications: *The Mass Media*, a campus newspaper and *The Watermark*, a literary magazine. Students work at University-owned WUMB Radio, which operates a listener-supported public radio station, WUMB-FM. The Harbor Art Gallery is student-operated. Movies, concerts, and other cultural events are presented free or at minimal cost by student organizations. A large number of student organizations are officially recognized by the Department of Student Life. The Department's staff administers more than one million dollars in trust funds for student activities, following the recommendations of the Student Senate. Students also share responsibility for the well-being of the University as a whole, serving in the University-wide Student Senate, in governance bodies at individual Colleges, and on the University's Board of Trustees.

UMass Boston students can extend their educational experiences beyond the campus in many ways. Students in the College of Public and Community Service pursue field-based learning as part of the College's curriculum; students in the other colleges often participate in cooperative education or internship programs. UMass Boston students can earn credit for study at more than seventy American universities under the National Student Exchange Program. Students who wish to explore other countries and cultures may do so through an extraordinarily wide range of programs for overseas study. The University of Massachusetts has established exchange agreements with more than thirty foreign universities. UMass Boston's membership in the International Student Exchange Program adds more than fifty schools to this number, and its new Division of Global Studies will continue to expand the University's international horizons.

The University operates a well-staffed Health Service, supported by student fees, which provides care for students with minor medical difficulties and provides a referral service for students with more serious problems. A health insurance plan is available for medical services not offered on campus. Massachusetts law requires that students be covered either by this University-sponsored plan or by another comparable plan.

Students at UMass Boston can make use of a variety of counseling services offered both through the Health Service and through other offices at the University. A Campus Ministry offers spiritual resources for members of the Catholic, Jewish, Muslim, and Protestant faiths.

A University Serving Its Community

The research of UMass Boston's faculty contributes significantly to the well-being of metropolitan Boston. Some faculty members explore questions of immediate relevance to urban policy and action, undertaking studies of such problems as arson, the health needs of Boston's black citizens, the effects of social and economic conditions on the mental health of families, and the energy needs of the elderly. The research of others—into the history of Boston's neighborhoods, labor conditions, and family violence in 19th century Boston, for example—also promises to lead to wiser responses to the problems of the city and its environment. Faculty research directly benefits students as well, as it provides opportunities for student learning and service, readying them for the responsibility of active citizenship.

The University's John W. McCormack Institute of Public Affairs works to promote informed decision-making and to encourage active participation in governmental affairs through both applied research and civic education programs. The Institute sponsors events that bring members of the academic community together with government leaders, conducts widely-recognized opinion polls, and issues reports on such matters of concern as the fiscal situation of the City of Boston.

The McCormack Institute advises city officials, as well as foreign government officers, on such varied matters of public policy as health care, state and local financing, criminal justice, the economic status of women, metropolitan and New England regionalism, and local government administration. The Institute also administers the University's Master of Science Program in Public Affairs, provides faculty support for the PhD Program in Public Policy, and publishes the *New England Journal of Public Policy*, whose contributors include practitioners, policy analysts, and academics throughout the region.

The University's Center for Survey Research plays a major role in the study of regional policy issues. In recent years, this Center's reports on race relations in Boston, drunk driving laws, and toxic waste disposal have informed public debate in Massachusetts and other states.

The Institute for Learning and Teaching at the Graduate College of Education (GCOE) works with UMass Boston faculty and with public school teachers, administrators, and parents to improve the quality of elementary, secondary, and post-secondary education in the greater Boston area. The College's Massachusetts Field Center for Teaching and Learning is another valuable resource for the Commonwealth's education community. The Center develops activities that involve teachers in school improvement programs at the state and local level, and provides opportunities for professional development. Also within the College is the New England Resource Center for Higher Education, which focuses on critical policy issues in both public and private sector higher education. Through its research projects, conferences, and ongoing seminars, NERCHE provides technical consultation and professional development activities. The Institute for Community Inclusion is a University Affiliated Program (UAP) within GCOE that works to develop resources and support for people with disabilities and their families, fostering interdependence, productivity, and inclusion in school and community settings.

The University

Other members of the metropolitan Boston community are served by a wide range of non-credit courses offered by the Division of Continuing Education in such areas as adolescent counseling, alcoholism treatment services, information technology, and others.

A number of University programs focus on nearby Boston Harbor, which is both a community concern and a community resource. The Urban Harbors Institute is a public policy and scientific research institute that conducts multidisciplinary research on urban harbor issues ranging from water quality and coastal resource protection to harbor management and port planning.The Institute provides technical assistance and consultation on policy formulation to government, private industry, and community groups whose findings influence public policy locally and abroad. The Environmental Sciences PhD Program has taken a leading role in working with both government and private industry toward the improvement of water quality in Boston Harbor. Harbor Explorations is a collaborative project involving the Institute for Learning and Teaching. ILT staff work with Boston area K-12 teachers and their students in a program that includes workshops, a summer institute, curriculum development, and short ocean trips on the *Enviro-Lab III*, a 50-foot oceanographic research vessel.

Other programs also serve to connect the University with its community. The William Joiner Center for the Study of War and Social Consequences carries on a number of activities involving veterans, refugees, and others with particular concerns about the consequences of war.

The William Monroe Trotter Institute for the Study of Black Culture sponsors lectures, research, and public policy forums. Among the Institute's published research projects is a six-volume series, *The Assessment of the Status of African Americans*. Other activities have included fellowships for visiting scholars.

The Mauricio Gaston Institute for Latino Community Development and Public Policy undertakes policy analysis and research. The Institute informs policy-makers about issues of concern to the growing Latino community in Massachusetts, and fosters the community's participation in public policy development.

The Institute for Asian American Studies is a center for research and policy analysis on the status and needs of Asian Americans in Massachusetts. The Institute also sponsors fellowships and offers a range of educational activities for policy-makers, educators, community organizations, service providers, foundations, the media, and the public.

The Gerontology Institute conducts conferences, research studies, and education programs addressing the concerns of the aging. The Institute, together with the Gerontology Center at the College of Public and Community Service (CPCS), is also an important resource for the University's new PhD program in gerontology, only the second such program in the country.

UMass Boston is also growing as a cultural center, not only for its students, but also for its surrounding neighborhood and beyond. Lectures, concerts, theatrical presentations, and special festivals regularly bring residents of greater Boston to the University, and UMass Boston students and faculty members are deeply engaged—as writers, painters, sculptors, actors, dancers, and musicians—in the artistic life of the city.

The University of Massachusetts Boston is committed to the ideals of public higher education. Through an excellent faculty, innovative programs, and fine facilities, UMass Boston offers its community a multitude of educational opportunities of high quality at moderate cost, and brings the benefits of a major public university to the people of metropolitan Boston and the Commonwealth.

General Education

The University is in the process of developing a general education program for undergraduates in all of its Colleges. Accordingly, the principles set forth here have been adopted as the basis for this undertaking.

Besides providing training to pursue a satisfying career, the undergraduate curriculum at UMass Boston seeks to develop the ability of students to undertake a lifetime of intellectual inquiry and continued learning. To this end, the curriculum emphasizes both depth and breadth of learning. Depth is achieved by completing a major in a particular discipline. Breadth of learning is the aim of general education requirements. To meet—and relish—the challenges of a complex and changing world, students must develop habits of critical analysis and logical thought, master verbal and quantitative reasoning, understand human diversity, and learn about the principal approaches to knowledge.

Critical Analysis and Logical Thought

The habits of critical analysis and logical thought that are important to all forms of intellectual activity come from frequent consideration of complex problems. These habits can be learned in a wide variety of contexts, ranging from analysis of history to computer programming. Analytical thinking begins with raising and clearly defining issues so as to form answerable questions or testable hypotheses, proceeds through the gathering and evaluation of appropriate evidence, and culminates in the formation of some reasoned conclusion or judgment. Critical analysis must include consideration of alternative or opposing viewpoints. In addition, critical evaluation requires an awareness of the problems of the reliability and relevance of information, and the possible biases of researchers and their sources. An analytical intelligence is also self-critical—always ready to reconsider a hypothesis or revise a conclusion on the basis of new evidence.

Verbal and Quantitative Reasoning

Verbal and quantitative reasoning, at the collegiate level, provides the foundation for intellectual inquiry. Symbols (words, phrases, numbers, graphs) are the vehicles of thought—they enable us to communicate our thoughts, and they also give us the ability to abstract and manipulate simple ideas to form the complex associations and logical sequences that are crucial to analytical thinking. This is why the powers of critical analysis and logical thinking are so closely related to the powers of expression. Many complex ideas cannot be fully formed, tested, or appreciated until they have been given symbolic expression in speech or writing. Reading and listening skills are required to assimilate the many concepts given formal expression in intellectual discourse. The structural principles and procedural rules for symbolic argument, as used in verbal and quantitative reasoning, must be mastered by the educated person.

Human Diversity

Patterns of thought and behavior are derived from human interaction with the natural environment, exchanges among cultures, interaction between social groups and the legacies of social history. In a world growing smaller because of rapid advances in communications, increases in mobility, and changes in life styles and work environments, contact between people of different backgrounds becomes more frequent. The perspective gained from studying human diversity helps us to value the variety of individual and cultural traits we encounter. Learning how different patterns of thought and behavior develop helps us understand the richness and complexity of diversity in our society.

The University

Principal Approaches to Knowledge

Exposure to the principal different pathways to knowledge gives a broad appreciation for the unique perspectives offered by each, and for the relationships between them. Groups of disciplines (for example, the natural sciences) share common approaches to knowledge, with similar intellectual perspectives and similar methods. Intellectual consideration of a particular issue will often require the perspective and methods of a particular pathway to knowledge, as well as critical thinking and the application of verbal or quantitative reasoning. Understanding the different methodological approaches used in each area opens up a wide array of issues for intellectual analysis and discourse.

Objectives

These four major goals of general education give rise to a set of eight objectives, encompassing critical analysis and logical thought, verbal and quantitative reasoning, human diversity, and four principal approaches to knowledge—natural sciences, social and behavioral sciences, arts and humanities, and world languages and cultures:

Objective 1: Students will learn about the procedures of critical analysis and logical thought, with emphasis on disciplined inquiry, including the development of appropriate questions, the evaluation of evidence, and the formation of a reasoned conclusion or judgment.

Objective 2: Students will demonstrate the ability to read and listen critically, and to speak and write effectively.

Objective 3: Students will demonstrate the ability to reason quantitatively and use formal systems to solve problems of quantitative relationships involving numbers, formal symbols, patterns, data, and graphs.

Objective 4: Students will learn about human diversity, including how different patterns of behavior and thought evolve and how development of cultures is influenced by interactions among different social groups.

Objective 5 (Natural Sciences): Students will learn how the laws of the physical and biological world are derived through observation, theory, and experiment. In this age of expanding scientific knowledge and powerful technologies, an educated person should understand the importance of falsifiable hypotheses, the nature of scientific "truth, "and the impact of science on society.

Objective 6 (Social and Behavioral Sciences): Students will learn about the nature and development of human behavior and institutions in modern societies, so as to become aware of the complex and ambiguous nature of human experience.

Objective 7 (Arts and Humanities): Students will develop an informed appreciation of the arts and humanities, which encompass history, philosophy, literature, the fine arts and the performing arts. Students will learn how people have come to understand and express artistic, aesthetic, moral, spiritual, and philosophical dimensions of the human condition.

Objective 8 (World Languages and Cultures): Students will learn how language and culture impose their own structurings of knowledge. This may be achieved through intensive study of unfamiliar cultures, or by the study of a foreign language or foreign literature in translation.

The University will implement a general education program that meets all eight objectives for all students and also comprises at least one-third of the total curriculum.

Mission Statement

UMass Boston's commitment to public higher education and its aspirations for future progress are reflected officially in tie University's Mission Statement.

The University of Massachusetts Boston, one of five campuses of the University of Massachusetts, is nationally recognized as a model of excellence for urban universities. A comprehensive, doctoral granting campus, we provide challenging teaching, distinguished research and extensive service which particularly respond to the academic and economic needs of the state's urban areas and their diverse populations.

The mission and goals of the campus derive from and reflect the six components of the Vision Statement of the University system as expressed in the Trustees' document T91-107:

1. Access: The University of Massachusetts Boston offers liberal arts and professional programs on the graduate and undergraduate levels, with doctoral programs addressing issues of particular importance to urban environments and people. Our curricula, the way we teach, and our financial and academic support services address the needs both of traditional and nontraditional students, who come to the University from varied social, cultural, and ethnic backgrounds, who may have a variety of previous educational experiences, and who characteristically combine University education with work and family responsibilities.
2. Excellence: The University of Massachusetts Boston addresses the intellectual and professional needs of individual students through class and other educational experiences that encourage dialogue with faculty who are active scholars, performers, and /or practitioners. Our programs reflect contemporary thinking about the disciplines and professions, while honoring the disciplines' and professions' historical contexts. Students benefit from rigorous, specially tailored approaches to fostering gains in abilities and understanding. We seek to distinguish ourselves in four areas of inquiry: the physical environment; critical social and public policy issues; leadership in health, education, and human services; and high technology manpower needs.

The University

3. Public Service: Extending the land grant tradition, the University of Massachusetts Boston forges linkages between research and service, and is forming partnerships with communities, the private sector, government, other colleges and universities, and other sectors of public education. These linkages bring the intellectual, technical, and human resources of the University community to bear on the economic and social needs of metropolitan regions—for example, through public policy analysis and applied problem solving in areas such as environmental quality, city planning, tax policy, the schools, and economic development especially in ethnic and minority communities.
4. Innovation: The University of Massachusetts Boston pursues research and offers programs serving current and emerging needs of urban populations, institutions, and environments, for example, in gerontology, public policy, and environmental sciences. Programs incorporate new knowledge developed through research, new methods yielded by emerging technologies, and insights and opportunities afforded by interdisciplinary, cross-disciplinary and other collaborative enterprises.
5. Economic Development: The University of Massachusetts Boston works cooperatively with metropolitan businesses, major public and private sector employers, representatives of state and local governments, neighborhoods and communities to develop programs to link Massachusetts with economic communities around the world. We offer professional education in areas critical to regional employers, assist state executives in policy analysis and development, and work to strengthen all businesses and local governments through the application of knowledge and expertise and by providing an effectively educated workforce. We conduct research on critical economic issues, e.g., the environment, especially but not solely harbor and coastal aspects thereof; social, public, and fiscal policy. And we offer programs to enhance Massachusetts' participation in the global economic community.
6. Quality of Life: The University of Massachusetts Boston sponsors and supports cultural diversity by helping ethnic and international communities to articulate and celebrate their cultural values and identities, and by recognizing the contributions and achievements of members of these communities. We educate artists, performing artists, writers, archivists, teachers, environmentalists and others whose lifelong contributions will enrich the culture and environment of the urban populace. By the nature of our enterprise and through our normal activity, we contribute to the rich and diverse cultural life of a major American city.

Academic Calendar, 1998-2000

Fall Semester, 1998

Labor Day	September 7	(Mon)
Classes Begin	September 8	(Tue)
Add/Drop Period Ends	September 15	(Tue)
Convocation Day	September 28	(Mon)
Columbus Day (Holiday)	October 12	(Mon)
Mid-semester	October 26	(Mon)
Pass/Fail Deadline	November 8	(Sun)
Course Withdrawal Deadline	November 8	(Sun)
Veterans Day (Holiday)	November 11	(Wed)
Thanksgiving Recess	November 26-29	(Thu-Sun)
Registration for Spring 1999 Begins	November 30	(Mon)
Classes End	December 14	(Mon)
Study Period	December 15-16	(Tue-Wed)
Final Exam Period	December 17-23	(Thu-Wed)
Emergency Snow Day	December 24	(Thu)

Fall Semester, 1999

Labor Day (Holiday)	September 6	(Mon)
Classes Begin	September 7	(Tue)
Add/Drop Period Ends	September 14	(Tue)
Convocation Day	September 22	(Wed)
Columbus Day (Holiday)	October 11	(Mon)
Mid-semester	October 22	(Fri)
Pass/Fail Deadline	November 7	(Sun)
Course Withdrawal Deadline	November 7	(Sun)
Veterans Day (Holiday)	November 11	(Thu)
Thanksgiving Recess	November 25-28	(Thu-Sun)
Classes Resume	November 29	(Mon)
Registration for Spring 2000 Begins	November 29	(Mon)
Classes End	December 13	(Mon)
Study Period	December 14-15	(Tue-Wed)
Final Exam Period	December 16-22	(Thu-Wed)
Emergency Snow Day	December 23	(Thu)

Spring Semester, 1999

Classes Begin	February 1	(Mon)
Add/Drop Period Ends	February 5	(Fri)
Presidents' Day (Holiday)	February 15	(Mon)
Spring Vacation	March 13-21	(Sat-Sun)
Classes Resume	March 22	(Mon)
Mid-semester	March 22	(Mon)
Pass/Fail Deadline	April 4	(Sun)
Course Withdrawal Deadline	April 4	(Sun)
Patriots' Day (Holiday)	April 19	(Mon)
Registration for Fall 1999 Begins	May 3	(Mon)
Classes End	May 17	(Mon)
Study Period	May 18-23	(Tue-Sun)
Final Exam Period	May 24-28	(Mon-Fri)
Commencement	June 5	(Sat)

Spring Semester, 2000

Classes Begin	January 31	(Mon)
Add/Drop Period Ends	February 4	(Fri)
Presidents' Day (Holiday)	February 21	(Mon)
Spring Vacation	March 11-19	(Sat-Sun)
Classes Resume	March 20	(Mon)
Mid-semester	March 22	(Wed)
Pass/Fail Deadline	April 2	(Sun)
Course Withdrawal Deadline	April 2	(Sun)
Patriots' Day (Holiday)	April 17	(Mon)
Registration for Fall 2000 Begins	May 1	(Mon)
Classes End	May 15	(Mon)
Study Period	May 16-18	(Tue-Thu)
Final Exam Period	May 19-25	(Fri-Thu)
Commencement	June 3	(Sat)

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Admission

Admission to the University

The University of Massachusetts Boston accepts students as freshmen, as transfer students, and as graduate students. Every interested person is encouraged to apply for admission, and all applications will be considered on their own merits. Most undergraduates enter the University directly from high schools or transfer to the University from colleges or other universities; and most submit such evidence as test scores and transcripts in support of their applications. Others apply after having attained the GED. But letters of recommendation, personal statements, and other evidence of motivation and ability can also indicate an applicant's readiness for college-level work. We also welcome applications from those who have been out of school for several years.

The University offers undergraduate degree programs through the College of Arts and Sciences, the College of Management, the College of Nursing, and the College of Public and Community Service. Interested students should consult the appropriate sections of this catalog for particular information about these academic units of the University. Information about graduate programs may be found in the University's *Graduate Studies Bulletin.*

The University complies with the admissions standards outlined in the *Board of Higher Education Admissions Standards* policy. This policy stipulates that state universities and colleges must consider, when evaluating a candidate for admission as a freshman, the use of a weighted GPA/SAT calculation, and the distribution of academic unit requirements. (See following section.)

An application form, together with instructions for applying, can be found at the back of this publication. Please note that UMass Boston has a policy of rolling admissions: That is, an individual admission decision is made as soon as the application is complete. The University does, however, set priority dates for the receipt of the admissions application form and all required materials. Be sure to refer to the application instructions for these dates for fall and spring semesters, and the different dates for certain programs.

Applications for admission and other information on University programs and services may be obtained from the Admissions Information Service, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, Massachusetts 02125-3393. Prospective applicants are warmly encouraged to visit the University, attend a general information session, tour the campus, and, if they wish, meet with an admissions counselor. In keeping with the rolling admissions policy, a visitor presenting a completed application with all supporting documents may receive an "on the spot" admission decision. Visits to the campus should be arranged through the Admissions Information Service, which can be reached by telephone at 617 287-6000. The TTY/TDD number for the hearing impaired is 617 287-6010; the e-mail address is bos.admis@umassp.edu. UMass Boston's web site is www.umb.edu, and admission applications are available on line at that site.

Admission to Undergraduate Programs

Traditional freshman applicants have usually taken the standard college preparatory program in high school: four years of English, three years of college preparatory mathematics, two years of social science (one being US history), two years of a foreign language, and three science courses (two involving laboratory work), plus two electives in the above academic areas or in computer science, humanities, or the arts. High school students should take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) as early as possible in their senior year.

Non-traditional freshman applicants are older students who have been out of school for three or more years; they need not submit SAT scores but a resumé is recommended.

Applicants for admission to the College of Public and Community Service are not required to take the SAT, although they may include test scores with their applications if they have them. Applicants to this non-traditional college should include a resumé, letters of recommendation, and the CPCS personal statement form, which is available from the Admissions Office.

Transfer applicants are applicants who have attended other post-secondary institutions, regardless of the number of credits earned. All previous academic records should be considered relevant to the admissions process. Transfer applicants should have *official* copies of transcripts for all courses completed at other colleges and universities sent *directly* from the registrars' offices at these institutions to the UMass Boston Admissions Office.

UMass Boston participates in the Joint Admissions Program that includes the fifteen Massachusetts State Community Colleges. This program enables community college students, usually those with fewer than thirty credits, to be conditionally accepted to the University of Massachusetts Boston. To fulfill the conditions of the agreement, community college students must earn the associate's degree in a designated community college degree program with a minimum 2.5 cumulative grade point average based on a 4.0 scale.

Joint Admission Program participants who complete the associate's degree with a 3.0 GPA or higher are qualified for the Tuition Advantage Program. This program entitles the student to receive a waiver for one-third of the amount of UMass Boston in-state tuition during the first year. Maintaining a 3.0 GPA or higher at UMass Boston qualifies the student for a second year.

UMass Boston is also an active participant in the Commonwealth Transfer Compact. This agreement guarantees the transfer of all associate degree course work to the University. To be eligible students must be enrolled in one of the designated Commonwealth Transfer Compact programs offered by the community colleges.

For additional information about the Joint Admissions Program or the Commonwealth Transfer Compact Agreement, please contact any Massachusetts state community college.

Persons who have been out of school for a considerable time are encouraged to apply. Applicants who have been out of school for at least three years are not required to submit SAT or ACT scores. These applicants are strongly urged to fill out the "supplemental statement" section of the application form. They may also be required to submit a resumé, letters of recommendation, and GED scores, if applicable. Older applicants whose native language is not English may be asked to demonstrate proficiency in English.

Applicants for the fall semester who may not meet the standard admission requirements are encouraged to apply to Directions for Student Potential (DSP), a six-week, pre-admission summer program that provides academic advising, career planning, and personal counseling. Applicants are selected for this program on the basis of academic promise, motivation, and personal background; they must also be Massachusetts residents. An applicant to Directions in Student Potential must submit the following materials with his or her completed application form:

- Transcripts from any high school or college attended, or a GED Examination report.
- Scores on Scholastic Aptitude or other tests, if any, if the applicant has graduated from high school within the last three years.

Applicants to DSP may also be requested by the Admissions Office to submit the following documents in order to complete their applications:

- A letter of recommendation.
- Two essays.
- A test for those students for whom English is a second language (TOEFL) or the SAT Subject Test (ELPT).

After successful completion of DSP, students are admitted to the University's College of Arts and Sciences.

Admission to Undergraduate Programs

Applicants to the College of Public and Community Service and the College of Nursing should refer for further information to the sections of this catalog that describe these Colleges in detail.

For all applicants, a completed admissions application with all supporting credentials must be on file with the Admissions Office before a final decision regarding admission can be made. The application must include the following:

- Applicants must complete, sign, and date the admissions application form, certifying that the information provided is complete and accurate.
- Applicants with permanent alien residence status must attach a photocopy of their alien resident card (front and back) to the application form.
- A non-refundable application fee, which must accompany the application form.
- Official transcripts must be forwarded to the Admissions Office by high school guidance offices or the registrars of all college-level institutions attended.
- If you have been out of high school for at least three years, submission of SAT or ACT scores will not be required. You may instead be asked to submit additional information about yourself. If you have been out of high school for an extended period and are having difficulty obtaining your high school records, you may request an exemption---in such a case you will still need to submit proof of graduation. If your native language is not English, you may be asked to demonstrate proficiency in English.
- Interviews are not always required, but may be requested as a way of better understanding an applicant's interest, motivation, and potential.

International applicants whose native language is not English should refer to the section below that applies to their admissions test requirements.

In accordance with provisions of the General Laws of Massachusetts, University policy permits residents of Massachusetts who have been diagnosed as developmentally disabled (including those with specific language disabilities, such as dyslexia, but not including those whose sole disability is blindness) to request a waiver of the requirement to submit SAT or ACT scores. To qualify for a waiver, an applicant must submit documentation validating his or her disability. The University may require an alternative mode of assessment in lieu of the standardized test score. For further information, contact the Admissions Office.

It is, in all cases, the applicant's responsibility to make arrangements to take the appropriate test and to have the results forwarded to the Admissions Office. Information on test requirements and schedules for test-taking may be obtained from high school counseling offices or the Educational Testing Service, Princeton, NJ. The University's College Entrance Examination Board number is 3924.

Applicants for freshman status are advised to submit complete credentials as soon as possible after the first marking period of their senior year.

An applicant is promptly notified by letter of the action taken on his or her application as soon as the decision is made.

International applicants—who are neither citizens nor permanent residents of the United States—must meet certain special requirements.

- A completed application form, together with the non-refundable application fee of $40 (in US currency) should be received at least four months before the date on which the student wishes to begin school to allow for sufficient time to process the application.
- If official transcripts and other academic records are not in English, they must be sent to the Admissions Office together with an English translation validated by an official public translator.

International applicants whose native language is not English need not submit SAT or ACT scores. They must, however, establish proficiency in English by achieving a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). For information, write to the TOEFL Program, Box 899, Princeton, New Jersey 08540, USA. *Note: International applicants whose native language is English must submit SAT or ACT scores.*

A Declaration and Certification of Finances form must be completed. The Admissions Office will send the form to applicants who do not already have one as soon as their applications are received. The form must be completed accurately, and must show that the total funds available to the student to cover his or her full period of study are at least equal to the total estimates of institutional costs and living expenses. Note: Each international student must pay the non-resident tuition rate for his or her full period of study.

A Certificate of Eligibility (form I-20A), based on procedures of the Immigration and Naturalization Service for checking the student's financial resources, is issued by the University to the student after the student has been officially admitted by the University.

Matriculated and Non-Degree Students

Undergraduates at UMass Boston are classified as matriculated (degree-seeking), non-degree (non-matriculated), or certificate students.

Matriculated students must first submit applications for admission to the Admissions Office and be admitted before being classified as degree-seeking. A matriculated student may switch between full-time status (twelve credits or more per semester) and part-time status (fewer than twelve) without difficulty. Matriculated students may attend classes either during the day or in the evening.

Matriculated students may not switch to non-degree status until they have graduated.

Non-degree (non-matriculated) students enroll in courses on a space-available basis without being admitted to the University. Such registration for individual courses does not in any way imply future admission to the University as a matriculated student. Non-degree students who wish to become degree-seeking students should go through the application process described above; if they are admitted to the University, they may count up to 16 credits earned as a non-degree student toward a degree, subject to the approval of the appropriate academic dean. They must also seek such approval if they wish to count more than 16 credits earned as a non-degree student toward graduation.

Non-degree students register for courses through the Registrar's Office. They may take all courses in which space is available and for which they meet the prerequisites, and they may carry full- or part-time course loads. Non-degree students are also subject to different retention standards than those applicable to matriculated students. For more information, see the Regulations and Procedures section of this publication.

Certificate students take a particular sequence of courses, usually over one or two years, in order to earn a certificate in a certain area of study. Applications for admission to any *program of study* in the College of Arts and Sciences are available at the Registrar's Office. Applications for admission to a College of Management *certificate program* are available from the Accounting and Finance Department (for applicants to the certificate program in accounting), or from the College's Office of Student Services (for applicants to the certificate program in management information systems). Applications for admission to any *special career certificate program* in the College of Public and Community Service are available at the academic center sponsoring that program, or at the Registrar's Office. All applications should be submitted to the appropriate program director.

Admission to Undergraduate Programs

Certificate students may enroll on either a part- or a full-time basis. In general, the standards, regulations, and procedures applying to matriculated students also apply to certificate students, and certificate students are eligible to apply for some financial aid programs. For more information, see the sections of this publication on Regulations and Procedures, on the College of Arts and Sciences, and on the College of Public and Community Service. *An international student on a student visa is not permitted to register as a non-degree student or as a certificate student. Immigration regulations prohibit such status.*

Applying for a Second Undergraduate Degree

Persons holding an undergraduate degree from another institution who wish to earn a second undergraduate degree from UMass Boston must submit an application for undergraduate admission. A minimum of thirty credits toward this second degree must be earned at UMass Boston.

New England Regional Student Program

UMass Boston participates in the New England Board of Higher Education's Regional Student Program (RSP), which enables New England residents to enroll at reduced tuition rates in out-of-state public colleges and universities in the New England region. These reduced rates apply to degree programs that are not available in the student's own state public institutions. For further information, contact UMass Boston's Admissions Office.

Summer Sessions

UMass Boston students may earn credit toward their degrees by taking courses offered by the University during the summer. The variety is wide, and course offerings are chosen with the needs of students in mind. For further information, see the Continuing Education section of this publication or contact the Division of Continuing Education at 617 287-7900.

Tuition, Fees, and Payments

Tuition and Fees, 1998

Important Reminders

Students are not considered registered unless their bills have been paid in full. No time or deferred payments are allowed by the University.

The financial requirements of the University, changing costs, state and legislative action, and other circumstances may require adjustments in the tuition and fees stated or estimated below. The University reserves the right to make such adjustments in these charges as may from time to time be required by the Board of Higher Education or the University Board of Trustees. Students acknowledge this reservation by submitting applications for admission or by registering for classes.

Tuition and application fees are charged at different rates for residents and non-residents of Massachusetts. Prospective students should be sure to refer to the information under "Residency Status" at the end of this section.

Initial Expenses

Application Fee

Each application for admission to the University from a student seeking a degree must be accompanied by a non-refundable application fee payment of $25.00 for "qualified" Massachusetts residents; $40.00 for non-residents. Checks should be made payable to *The University of Massachusetts Boston*, and sent to the Admissions Office along with completed application forms.

Tuition and Fees, Initial Semester

Tuition and fees (as of fall,1998) for undergraduate matriculated and certificate students newly admitted to the University and registered for 12 or more credits total $3,001.00* for residents of Massachusetts, $6,387.00* for non-residents. These totals include all fees that are mandatory or optional for first-semester matriculated students, as well as the Student Health Insurance Plan.

*Students who demonstrate proof of coverage may deduct the cost of medical insurance (see below).

Undergraduate Tuition per Semester	**per credit**	**12 or more credits (max.)***
Residents	$79.50	$952.00
Non-residents	$372.50	$4,465.00
Mandatory Fees per Semester	**1-6 credits**	**7 or more credits**
Student Activities	$16.00	$36.00
Health Service	$33.50	$67.00
Athletics	$36.00	$58.00
Identification Card (charged once a year)	$5.00	$5.00
Curriculum Support Fee**	**5-8 credits**	**9 or more credits**
Residents	$342.00	$989.00
Non-residents	$357.00	$1,032.00
Mandatory One-Time Fees Charged Only to Degree-Seeking Students		
Pre-Registration/Orientation	$25.00	$25.00
Recreation	$95.00	$95.00
Commencement	$75.00	$75.00
Yearbook	$25.00	$25.00
Registrar's Service	$50.00	$50.00
Optional Fees per Semester	**1-6 credits**	**7 or more credits**
Mass PIRG	$6.00	$6.00
Mandatory Health Insurance	**1-8 credits**	**9 or more credits**
Student Health Insurance Plan (Please see note for more information)	$720.00 for academic year $446.00 for spring and summer	$720.00 for academic year $446.00 for spring and summer

*Please note: Some UMass Boston courses are offered both through the University's colleges and through the Division of Continuing Education (CE), a self-supporting component of the University. Continuing Education course costs differ somewhat from those shown in this chart, and CE courses are charged separately. Students who take 12 or more credits and enroll in one or more CE courses during a given semester should be aware that their course costs for that semester may exceed the 12-credit maximum. See the "Continuing Education" section of this publication for further information on the Division.

**The Curriculum Support Fee for students carrying 1-4 credits is $159.00 for residents and $165.00 for non-residents.

Note for Certificate Students: Tuition, fees, and billing procedures for certificate students are the same as for matriculated students, unless otherwise noted.

Note for Non-degree Students: Non-degree students pay as they register. They are not billed for the optional Mass PIRG fee, but may elect to pay this fee at the time of registration. Non-degree students are not charged the one-time Pre-Registration/Orientation, Commencement, and Recreation Fees, but are charged a one-time registration fee of $25.00.

Note on Health Insurance: Under the provisions of the Massachusetts Universal Health Insurance Law, students taking at least nine credits who choose not to be covered by the University's health insurance plan must show that they already have equivalent coverage. This regulation applies both to matriculated and to non-degree students. Students are charged the fee for the Health Insurance Plan once a year. Information on pro-rated refunds for students withdrawing from the University, or not registering for the spring semester, is available from the University Health Service. For complete information, see the Health Service entry in the Student Affairs section of this publication.

Payment Information

Tuition and Fees

Explanation of Charges

The Board of Higher Education and the University Board of Trustees determine all charges.

Tuition (in-state rate)

As a state institution, the University of Massachusetts Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined according to a policy established by the Board of Trustees and detailed under "Residency Status" at the end of this section of the catalog.

Mandatory Fees

The *Student Activities Fee* is used to support programs and activities beneficial to students, such as recognized student organizations and the University Cultural Events Committee. The *Health Service Fee* supports the University Health Service and its programs. The *Athletics Fee* supports the University Athletics Program. The *Identification Card Fee* is used to support the cost of making identification cards (with photographs); all continuing students are charged this fee each fall, and all new or re-entering students are charged the fee before the first semester of attendance. The Board of Trustees has mandated the *Curriculum Support Fee* on a semester by semester basis to assist the University in maintaining the quality of its educational programs.

Mandatory One-Time Fees Charged Only to Degree-Seeking Students

The *Pre-Registration/Orientation Fee* supports the orientation activities that help new students become acclimated to the University. The *Recreation Fee* is used in support of the University's athletic facilities and recreational programs. Everyone is charged these two fees in his or her first semester as a matriculated student. The University's annual commencement exercises and events are intended to be self-supporting: each student is therefore assessed a *Commencement Fee* in the year of his or her graduation. Each student about to graduate is also assessed a *Yearbook Fee* in the fall semester, which helps pay for the annual yearbook. Other students can also receive the yearbook if they choose to pay this fee. The *Registrar's Service Fee* is a prepayment for the copying of transcripts or any other official record. All such records will be photocopied and sent to the student when requested, or forwarded to a third party, at no further charge. This is a "lifetime" fee, entitling students to these services while they are enrolled at UMass Boston or at any time after graduation.

Optional Fees

Charges for optional fees appear on the bills of matriculated students; but these students may choose not to pay optional fee charges, providing they notify the University before payment for these charges is due.

The *MassPIRG Fee* supports the Massachusetts Public Interest Research Group, a student-interest advocacy group.

Health Insurance

The Student Health Insurance Plan provides coverage for health, medical, and surgical care during a twelve month period for injuries or illness during the school year, holidays, and summer vacation. Students who register for the fall semester have only one opportunity to enter or reject this program each year; it is offered on spring semester bills to new spring registrants only. Non-degree students who wish coverage through the program must pay the fee before the end of the add/drop period. Dependents of married students are not covered under this plan. Coverage for dependents is available at additional cost; students wishing such coverage should inquire at the University Health Service.

Tuition Surcharge for Credit Hours in Excess of Degree Requirements

Students who continue to enroll in courses in excess of 118% of academic degree program credit hour requirements are charged the full cost of education, in accordance with Massachusetts General Laws, Chapter 15A, Section 9(i). Students who have obtained a baccalaureate degree who register for courses as part of a continuing education initiative are not assessed the surcharge. For further information, contact the Registrar's Office at 617 287-6200.

The Bursar's Office

The Bursar's Office handles payments of tuition and fees, and distributes checks to students receiving refunds or University financial aid. (The Bursar's Office will begin to distribute these checks about five weeks after the start of each semester. Checks must be picked up by their recipients at the Bursar's Office.) Location: second floor of Administration Building. Telephone: 617 287-5350. Teller hours: weekdays, 9:00 am to 3:30 pm.

Payment Policy

University policy requires that no registration be considered complete until the semester charges are paid in full. Charges are computed on the basis of courses/programs for which students are registered. Initial bills are sent in July (for the fall semester) and in December (for the spring semester) to all students who have already registered.

Late registrants are billed after the add/drop period. *Note: Non-degree students must pay in full at the time of registration.* Follow-up billings will be made periodically, reflecting any additional charges, payments, or credits that have occurred within the semester period. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. No time or deferred payments are allowed by the University.

Overdue accounts will be considered sufficient cause for cancellation of registration, as University regulations prohibit final registration, graduation, or granting of credit for any student whose account with the University is unpaid. *Any delinquent accounts will be cause for Administrative Withdrawal and must be paid prior to readmission to the University.* Unpaid accounts will be referred for collection action, to include collection costs of 33% added to the outstanding bill.

Important Reminder for Financial Aid Recipients

It is the responsibility of all students receiving financial aid from sources other than the University to see that the University is adequately notified before bills are prepared. Credits for known scholarships are reflected in the bills; credit cannot be given for a scholarship award unless the bursar has been presented with proof from the donor that the award has been made. If a student's bill does not show credit for an award the student should contact the source of the scholarship to be sure that such evidence has been, or will be, presented to the bursar.

Payment Information

Late Payment Fee

Any student who does not make full payment of his or her charges by the date specified on the bill in which the charges are initially listed will be required to pay a late payment fee of $50.00. Additional late fees may be assessed.

Late Registration Fee

The registration period for any given semester is usually scheduled to take place near the end of the preceding semester. Continuing matriculated students and certificate students should register during this period: those who do not will be charged a late registration fee of $50.00.

For new, readmitted, or non-degree students, the deadline for registering before being charged the $50.00 late registration fee is the last day of the add/drop period scheduled at the beginning of the semester during which they wish to take courses.

Tuition and Fee Refunds

A student who voluntarily withdraws from the University for any reason before the sixth week of a semester will be granted a refund or reduction of tuition and some fees according to the schedule below. *Note: Failure to attend does not constitute withdrawal.* To withdraw, a student must bring a completed withdrawal form to the Registrar's Office. Matriculated students in the College of Arts and Sciences and the College of Management should obtain these forms from the University Advising Center. Nursing students should go to the College's undergraduate program director; students at CPCS should go to the CPCS Office of Academic Affairs. Non-degree students should obtain withdrawal forms from the Registrar's Office.

After the add/drop period, no refunds will be given for course load reductions. Students withdrawing completely from the University before the sixth week of a semester, and receiving grades of "W" for all courses, will receive refunds. No refunds will be disbursed in other cases where grades of "W" are given. No refunds will be given in cases where academic credit is awarded, or in cases where grades of "NA" are given.

If a financial aid recipient withdraws from the University, his or her refund will first be applied to the reimbursement of scholarship or loan funds (up to the full amount of the scholarship or loan); any remaining amount will then be refunded to the student or parent. A student who is suspended or expelled from the University for disciplinary reasons forfeits all right to a refund. The application fee, and the Pre-Registration/Orientation and Recreation Fees required of new students are not refundable. A student who has not paid in advance must still pay the amount which remains due after the charges are reduced.These rules and regulations shall apply to the classification of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes.

Refund/Reduction Schedule*

	Amount Refunded If Advance Payment Has Been Made	Amount Owed If No Payment Has Been Made
A. Before the beginning of the semester (Add/Drop Day)	100%	0%
B. Within the first two weeks of the semester	80%	20%
C. During the third week	60%	40%
D. During the fourth week	40%	60%
E. During the fifth week	20%	80%
F. After the fifth week	no refund	100%

*Does not apply to Continuing Education or Summer Session refunds.

Residency Status

Part I. Definitions

1.1 **Academic Period**—a term or semester in an academic year or a summer session, as prescribed by the Board of Trustees or under their authority.

1.2 **Continuous Attendance**—enrollment at the University for the normal academic year in each calendar year, or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under their authority.

1.3 **Emancipated Person**—a person who has attained the age of 18 years and is financially independent of his or her parents, or if under 18 years of age, (a) whose parents have entirely surrendered the right to the care, custody and earning of such person and who no longer are under any legal obligation to support or maintain such person; or (b) a person who is legally married; or (c) a person who has no parent. If none of the aforesaid definitions applies, said person shall be deemed an "unemancipated person. "

1.4 **Parent**

a. the person's father and mother, jointly;

b. if the person's father is deceased, the person's mother; if the person's mother is deceased, the person's father;

c. if neither the father nor mother is living and no legal guardian has been appointed, the person who then stands in loco parentis to the person;

d. if the father and mother are divorced, separated or unmarried, the parent who has been awarded legal custody of the person; if legal custody has not been awarded, the parent with whom the person lives.

With respect to any adopted student the word "adoptive "should be inserted before the words "father" and "mother" wherever used.

1.5 **"Reside", "residency" or "resident"** shall mean "domicile", habitation, where he or she intends to remain permanently.

Part II. Classification

2.1 For the purpose of assessing tuition and fees, each student shall be classified as a "Massachusetts resident" or a "Non-Massachusetts resident." A person shall be classified as a Massachusetts resident if he or she (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for purposes other than attending an educational institution for twelve months immediately preceding the student's entry or re-entry as a student. Physical presence for this entire twelve-month period need not be required as long as the conduct of the individual, taken in total, manifests an intention to make Massachusetts his or her permanent dwelling place.

Residency Status

Part III. Determination of Residency

3.1 ***Proof of Residency***

a. Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis. A number of factors are required to determine the intention of the person to maintain permanent residency in Massachusetts. No single index is decisive. The burden of proof rests on the student seeking classification as a Massachusetts resident.

b. The following shall be primary indicia of residency:

1. For unemancipated persons, the residency of parents, having custody, within Massachusetts;
2. Certified copies of federal and state income tax returns;
3. Permanent employment in a position not normally filled by a student;
4. Reliance on Massachusetts sources for financial support;
5. Former residency in Massachusetts and maintenance of significant connections there while absent.

c. The following shall be secondary indicia of residency, to be considered of less weight than the indicia listed above in subsection b:

1. Continuous physical presence in Massachusetts during periods when not an enrolled student;
2. Military home of record;
3. All other material of whatever kind or source which may have a bearing on determining residency.

3.2 ***Proof of Emancipation***

A student asserting that he or she is an emancipated person shall furnish evidence to support such assertion. Such evidence may include:

a. Birth certificate or any other legal document that shows place and date of birth;

b. Legal guardianship papers—court appointment and termination—must be submitted;

c. Statements of the person, his or her parent(s), guardian(s), or others certifying no financial support;

d. Certified copies of federal and state income tax returns filed by the person and his or her parent(s);

e. Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation.

3.3 ***Presumptions, etc.***

a. Residency is not acquired by mere physical presence in Massachusetts while the person is enrolled in an institution of higher education (see section 2.1).

b. A person having his or her residency elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts resident for tuition purposes, except as herein provided.

1. Any person who is registered at the University as a Massachusetts resident shall be eligible for continued classification as a Massachusetts resident for tuition purposes (until attainment of the degree for which he or she is enrolled) during continuous attendance at the institution.
2. The spouse of any person who is classified or is eligible for classification as a "Massachusetts resident" is likewise eligible for classification as a "Massachusetts resident. "This provision will not apply in the case of a spouse in the United States on a non-immigrant visa.
3. A person who is an immigrant/ permanent resident of the United States (or has applied for such status) is eligible to be considered for Massachusetts residency for tuition purposes provided that he or she meets the same requirements for establishing residency in Massachusetts as are required of a United States citizen. Non-citizens who are in (or who have applied for) refugee/asylum status are likewise eligible to be considered for Massachusetts residency for tuition purposes provided that he or she meets the same requirements for establishing residency in Massachusetts as are required of a United States citizen. All non-citizens must provide appropriate documentation to verify their status with the United States Immigration and Naturalization Service.
4. Those students whose higher educational pursuits are funded by the Department of Welfare, the Massachusetts Rehabilitation Department, or any of the other Commonwealth of Massachusetts public assistance programs.

c. A person does not gain or lose in-state status solely by reason of his or her presence in any state or country while a member of the Armed Forces of the United States.

d. For the purposes of this policy the following persons shall be presumed to be Massachusetts residents:

1. A member of the Armed Forces of the United States who is stationed in Massachusetts on active duty pursuant to military orders, his or her spouse and dependent students.
2. Full time faculty, professional staff, and classified staff employees of the University of Massachusetts system and their spouses and dependent students.

Part IV. Appeals

Any student or applicant who is unwilling to accept the initial ruling relative to his or her residency classification may file a "Residency Reclassification Form."

Any student or applicant who is unwilling to accept the ruling relative to his or her residency reclassification may submit an appeal to the University's Residency Appeal Committee. The decision by this Committee is final and may not be appealed further.

In any case where the Admissions Office is unable to make an initial determination based on the evidence submitted, the applicant may be required to submit a "Residency Reclassification Form" to the Admissions Office for their review before being finally classified as a resident or a non-resident.

Part V. Penalties

Misrepresentation in or omission of any evidence submitted with respect to any fact, which if correctly or completely stated would be grounds to deny classification as a Massachusetts resident, shall be cause for exclusion or expulsion from or other disciplinary action by the University.

Financial Aid

General Information for Undergraduate Students

The purpose of financial aid is to provide assistance in meeting the basic costs of higher education. The University administers aid from sources including the federal and state governments, the University itself, and private organizations and donors. In 1997-98, students received financial aid totaling more than 40 million dollars.

The University's financial aid programs are specifically directed at helping students with academic potential and limited financial resources, those students who would not be able to complete their education without the partial support of such programs.

Financial aid is usually awarded in "packages" combining several forms of aid, including scholarships, grants and waivers, which are gifts; loans, which must be paid back with interest; and work-study awards, through which students receive hourly wages for working at on- and off-campus jobs.

Some aid is offered specifically on the basis of need; other programs are based on academic achievement, public service, or other qualifications.

Need-based financial aid programs are administered by the University's Office of Financial Aid Services. Other types of aid, described in a separate section below, include certain loan programs, tuition waivers for certain categories of students, and several scholarship programs not based on financial need.

Through the Office of Financial Aid Services the University works as a partner with students and their families to eliminate economic barriers to the extent that funding and program regulations allow. Please note that each aid program has specific eligibility requirements: a student may be eligible for some kinds of aid and not for others.

Need-Based Aid

- All matriculated students who are US citizens (or eligible non-citizens) are encouraged to apply for need-based financial aid. Undergraduates carrying fewer than twelve credits or the equivalent may be awarded aid at less than the full rate for which they would otherwise be eligible. A minimum of six credits or the equivalent is required for most aid programs: Exceptions include the Massachusetts Assistance for Student Success (MASSGrant) Program (formerly the Massachusetts General Scholarship Program), for which the minimum is twelve credits or the equivalent, and the Pell Grant and Fee Waiver Programs, for which students who are less than half time may qualify under certain circumstances.
- Students who are not residents of Massachusetts are encouraged to apply for federally-funded need-based aid programs, and for certain other aid programs as specified in individual program descriptions. They are not eligible to receive aid through state-funded programs.
- International students are not eligible to receive either need-based or other types of financial aid.
- Some certificate students may qualify for certain need-based financial aid programs.

Through the application process, students learn whether or not they are eligible for particular aid programs, and, if they are eligible, the kinds and amounts of aid for which they qualify. The process is designed to give the Office of Financial Aid Services all the information needed for making equitable awards. The process works properly only if applicants cooperate by carefully following all instructions, providing all information requested, and meeting all deadlines.

Entering students may obtain an admissions application packet including information about financial aid by calling the Admissions Information Service at 617 287-6000 (TTY/TDD for the hearing impaired: 617 287-6010; e-mail: bos.admis@umassp.edu).

Information and application forms are available for continuing students from the Office of Financial Aid Services on the first floor of the Quinn Administration Building. Hours: Monday through Thursday, 8:30 am to 6:00 pm; Friday, 10:00 am to 4:00 pm. Telephone: 617 287-6300 (TTY/TDD: 617 287-3932).

Note: All students applying for need-based financial aid must be considered fairly and equally, without regard to race, color, sex, age, religion, national origin, sexual orientation, disability, or veteran status. Students are encouraged to take advantage of the services offered by the Office of Financial Aid Services. Students who are uncertain of their eligibility may find out by applying for financial aid.

A complete list of other student rights and responsibilities in connection with financial aid may be found in the Regulations and Procedures section of this publication.

Financial Aid Application Process and Priority Filing Dates

Applying for need-based financial aid includes

- Completing the Free Application for Federal Student Aid (FAFSA). *Please note: This application is available from the Office of Financial Aid Services. The FAFSA can also be completed on line at the FAFSA web site: www.FAFSA.ed.gov. General information about federal government financial aid programs can be found at another web site: www.ed.gov/offices/ope/students.*
- Supplying other information requested for verification purposes.

The application for financial aid is generally available January 15 for the academic year to start in September. Priority filing dates are as follows:

- For new students, the priority filing date Is March 1, although they should apply for financial aid at the same time they apply for admission to the University. Students entering the University in the spring semester are expected to file financial aid applications by November 1.
- For continuing and readmitted students the priority filing date is March 1. When applications are completed by this date, awards are made by May 1. Awards received during this period may be entered on and deducted from fall semester bills.

Students who apply after March 1 are considered for Stafford Loans (formerly Guaranteed Student Loans), Pell Grants, and other aid, if it is available, for the fall semester.

Please note: Students are strongly encouraged to apply before March 1, since not all types of aid may be available later in the year.

Need-Based Aid

How Awards Are Made

Determining and Meeting the Student's "Need"

Although the University may in some instances provide a substantial amount of aid, students and their families are always expected to make a contribution as well. For this reason, both the student's and the family's earnings, savings, and other assets are considered in the awarding of financial aid.

Each student's financial need is determined according to a federal formula called "Federal Methodology," which establishes uniform criteria for evaluating a family's ability to finance higher education based on the information provided on the FAFSA. Federal methodology follows a standard set of procedures in measuring the relative financial strength of the family, considering such family resources as income, equity in property (other than the primary place of residency), and savings, in order to determine how much the family reasonably can be expected to contribute toward the student's education.

The result of these calculations is the Expected Family Contribution (EFC), which is used to determine the amount to be awarded in federal Pell Grants, state and campus-based aid, and Stafford loans. A student's financial need is defined as the difference between the student's cost of attendance (including tuition and fees, an allowance for room and board expenses, books and supplies, and transportation costs) and the EFC.

Other kinds of resources considered in making these awards include (but are not limited to) student earnings, educational trusts, social security, and veterans' benefits.

In meeting need, several factors come into play. Initially, the Office of Financial Aid Services must consider the total amount of financial aid funds available and the estimated number of students eligible to receive those funds. The Office then follows two general rules: First, student needs are met to the fullest extent allowed by the funds available; and, second, funds are distributed as equitably as possible. The Office of Financial Aid Services cannot guarantee that it will be able to meet a student's total "need" or that the package it offers will include the particular kind of aid desired by the student.

Cost of Attendance

As part of the process of determining the amounts of financial aid for which students are eligible, the Office of Financial Aid Services has established "estimated expense budgets" based on the average estimated costs of attending UMass Boston. A budget for the costs of attending a college may be compared to any general budget familiar to most people, such as a household or personal budget. Within that budget, a number of factors may change from time to time due to rising labor costs, changes in the costs of goods and services, and other influences. The Office of Financial Aid Services therefore reviews student expense budgets each year, as well as during the school year if necessary, in order to arrive at fair estimates. Since the undergraduate student population is made up of people with differing living situations, the Office uses three budget categories: in-state at home, in-state away from home, and out-of-state undergraduate. Sample budgets appear at the end of this section.

Available Aid

The following need-based student aid programs for undergraduates are administered directly or indirectly by the Office of Financial Aid Services.

Federal Financial Aid Programs

Federal Pell Grants assist low income dependent and independent students in meeting the basic costs of attending college. In 1997-98, the grants ranged from $400 to $3,000 depending on eligibility.

All undergraduates applying for need-based financial aid through the FAFSA are automatically applying for Pell Grants.

Since the Pell Grant is awarded directly to the student (who receives a Student Aid Report, or SAR, as notification), it is the student's responsibility to check with the Office of Financial Aid Services for subsequent processing.

Federal Supplemental Educational Opportunity Grants (SEOG) are awarded by the Office of Financial Aid Services to students who have the highest demonstrated financial need: Priority is given to Pell Grant recipients. Awards range from $200 to $1500 depending on available funds and on the number of eligible applicants.

Federal Perkins Loans (formerly National Direct Student Loans) are made to assist students who have demonstrated financial need. Students must sign promissory notes before the loans can be processed. The loans must be repaid at 5% interest starting six to nine months after graduation, enrollment for less than half time, or termination of enrollment. Awards range from $500 to $2,000 depending on available funds and on the number of eligible applicants.

The Federal Work-Study Program (CWS) provides help to the neediest students through earnings from employment. Under the work-study program, students are employed at jobs both on and off campus. Students may work both while school is in session and during vacations, intersession, and the summer. Many departments and offices at the University employ work-study students throughout the year; students may also be able to secure jobs with agencies off campus. The amount of a student's work-study award is a maximum limit and not a guarantee that the student will earn that amount. Students must earn awards through hourly employment. These funds cannot be credited directly to tuition bills.

Sample Estimated Expense Budgets, 1998

Expenses	In-State at Home*	In-State Away from Home
(Academic Year)		
Tuition*	$2.004	$2,004
Activities	60	60
Athletics Fee	116	116
ID Card	5	5
Health Service Fee	134	134
Curriculum Support Fee	1,978	1,978
Room and Board Allowance	2,000	7,104
Books and Supplies	568	568
Personal Expense Allowance	1,375	1,375
Transportation	1,026	1,026
Totals	**$9,266**	**$14,370**

*Out-of-state tuition for two semesters is $8,842.

Other Types of Aid

Need-Based Aid

The Federal Subsidized Stafford Loan (formerly Guaranteed Student Loan) Program provides funds through banks and other private lending institutions, and is designed to help students who demonstrate financial need. Students apply for these loans through the Office of Financial Aid Services. Repayments of Stafford loans must start six to nine months after graduation or termination of enrollment; or if the student's course load drops below six credit hours. The annual variable interest will be paid by the federal government while the student is in school and during the six month grace period. The amounts of the loans are $2,625 for the first year, $3,500 for the second year, and $5,500 for each of the third and fourth years of undergraduate study.

Commonwealth of Massachusetts Financial Aid Programs

State student aid programs include the following:

The Massachusetts Assistance for Student Success Programs (MASSGrant) (formerly the Massachusetts General Scholarship Program): A grant is awarded based on need for undergraduate students enrolled full-time.

The Part-time Grant Program: A grant is awarded based on need for undergraduate students enrolled less than full-time.

The Performance Bonus Grant Program: This merit-based grant is for undergraduate students who have earned 24 credit hours. The maximum grant is $500.

University Tuition Grants are awarded to needy students to assist with tuition costs, and the amount of a grant cannot exceed the cost of tuition. These grants are funded by the Higher Education Coordinating Council.

Need-Based Tuition Waivers (TW) eliminate or reduce the need for paying tuition to attend the University. They have been authorized by the Higher Education Coordinating Council for undergraduate students who demonstrate financial need. Please note: Tuition waivers apply
to the cost of tuition only, and not to fees.

The Massachusetts State No Interest Loan Program offers a zero interest, long-term student loan to financially needy undergraduates who are Massachusetts residents for assistance in meeting post-secondary educational costs.

University Financial Aid Programs

McNair Scholarships assist undergraduate residents of Massachusetts from disadvantaged backgrounds. These scholarships are also supported by annual grants made to the University by the state legislature.

The Undergraduate Fee Waiver Program, funded through the University's own resources, waives all or part of the Curriculum Support Fee.

In addition to the need-based aid programs centrally administered by the Office of Financial Aid Services, other types of aid, available through a number of different avenues, are described in this section.

Non-Need-Based Loans

Parent Loans for Undergraduate Students (PLUS loans) are made by banks and other private lending institutions. Such loans may be in amounts of up to the full cost of a student's University education. Parents must begin to repay the loans 60 days after disbursement. The interest rate on these loans is variable, not to exceed 12%; in 1995-96, the rate was 8.25%. Information is available from the Office of Financial Aid Services.

TERI (The Educational Resources Institute) Supplemental Loans are credit-based loans that may be used to supplement other forms of financial assistance. Eligible students and co-applicants may borrow from $2000 up to the full cost of the student's University education. Interest rates range between 1.5% and 2% over prime. Information is available by calling 1 800 255-TERI.

The Massachusetts Educational Finance Authority offers through its "MASS Plan" a series of educational financing options, including fixed or variable rate interest home equity borrowing. The program is credit-based and intended primarily for middle-income families. Students and co-applicants may borrow the difference between the cost of education and other financial aid received by the student. Information is available by calling 1 800 449-MEFA.

*The Federal Unsubsidized Stafford Loan Program** is identical to the Subsidized Stafford Loan Program, except that during enrollment and grace periods, the student either pays the interest or has it accrue to the principal of the loan.

*Please note: Although this program is not need-based, the application requires the student to complete the FAFSA described above in the section on need-based aid.

Categorical Tuition Waivers

Information on applying for tuition waivers is given below in the description of each program.

National Guard Tuition Waivers are available to all members of the National Guard. Applications are available from commanding officers.

Native American Student Tuition Waivers are available to Native American students who are residents of Massachusetts. Information is available through the Massachusetts Commission on Indian Affairs: 617 727-6394.

Senior Citizen Tuition and Fee Waivers are available to students over 60 on a per course basis. Further information is available at the Office of the Registrar.

State Employee Tuition Waivers are available to some state employees. They need not be admitted to a degree-granting program. They will receive a full tuition waiver for all state-supported day and evening courses, providing they submit, for each semester they are enrolled, a "Certificate of Eligibility for Tuition Remission" form. Employees enrolling in courses administered by the Division of Continuing Education, including summer session courses, will receive a tuition waiver of 50%. State employees wishing to determine if they are eligible for a tuition waiver should contact their personnel office.

Veterans Tuition Waivers are awarded to honorably discharged veterans if they were enlisted or drafted from the Commonwealth of Massachusetts. Veterans must have been on active duty during the Vietnam War, or have served in theater during US military actions in Grenada, Panama, or Lebanon, or during the Gulf War; or be currently on active duty and stationed in Massachusetts; and must have served 180 days of active duty. All eligible veterans may receive a tuition waiver for a total of 130 credit hours. Information is available through the University's Office of Veterans' Affairs.

Please note: Except in the case of senior citizens, tuition waivers apply to the cost of tuition only, and not to fees.

Scholarship Programs

The University administers a number of scholarship programs recognizing academic achievement and promise. Eligibility is limited to Massachusetts residents, and in some cases to either new or currently enrolled students. Information about these programs is available from the Office for Merit-Based Scholarships at 617 287-6026.

Other Types of Aid

The Benjamin S Carson Scholarship Program

This merit scholarship program gives consideration also to the applicant's financial need.

The program, named for distinguished physician Benjamin S Carson, offers the potential for full tuition and fees scholarships, based on academic and leadership potential to Greater Boston area students who have overcome obstacles to higher education. Each scholarship supplements need-based financial aid by covering tuition and most mandatory fee charges that are not already paid for by grants and/or waivers awarded through the Office of Financial Aid Services. Participation in the program is renewable, provided that the recipient maintains continuous full- or part-time enrollment with an acceptable grade point average.

To be eligible for consideration, the applicant must

- complete a University admissions application and meet the University's regular admission criteria;
- complete the Free Application for Federal Student Aid (FAFSA)
- be entering the University as a freshman, or as a transfer student with fewer than 12 credits;
- demonstrate a high level of motivation and potential for leadership;
- have a personal interview;
- submit two essays as specified in the program application, and three letters of recommendation.

The application deadlines are March 1 and June 1.

The Chancellor's Scholarship for Excellence Program

Up to thirty Chancellor's Scholarships for Excellence are awarded each year to matriculated students entering the University for the first time. The scholarships can cover all tuition and most mandatory fee costs throughout the student's undergraduate education, provided that the recipient maintains continuous full- or part-time enrollment with an acceptable grade point average. The amount of the award may vary. Complete information is available from the Office of Merit-based Scholarships. To be eligible for consideration, applicants must have applied for financial aid by completing the FAFSA, and, in addition must:

- have demonstrated academic accomplishment by achieving academic standing in the top 10% of their high school graduating classes, or, for a college transfer student, by achieving a 3.5 cumulative average; *or*
- have demonstrated intellectual and academic accomplishment of comparable distinction (if rank-in-class is not available or meaningful or if the applicant could be considered a non-traditional student); *or*
- excel in the arts; *or*
- have demonstrated extraordinary achievement in unpaid community service.

Please note: To be eligible for this program, the applicant must apply for the scholarship *before* enrolling in University classes as a matriculated student. Each applicant is also expected to submit an autobiography, an essay and three references. Deadline dates are March 1 and June 1.

The Michael A Ventresca Scholarship Program

This merit scholarship program gives consideration also to the applicant's financial need.

The Ventresca Scholarship Program awards tuition assistance for up to four years to an entering college freshman who shows commitment to helping others and aspires to a career in public service. It was created to pay tribute to the memory of Michael A Ventresca, a UMass Boston graduate (and president of the class of 1969) who devoted his life to politics and government as a political idealist, activist, and lawyer. The amount of the award varies, but is potentially renewable until graduation for one or more finalists. To be eligible for consideration, the applicant must

- be a graduate of a Massachusetts high school;
- show evidence, through extra-curricular activities or community service, of concern for others and an interest in public service;
- demonstrate the potential for academic success and the prospect of continuing in public service on graduation;
- complete a University application and meet the University's regular admissions criteria.

Applications are due by April 1.

The University Commonwealth Scholarship Program

This program can offer high-achieving students financial support beyond direct expenses. The award can cover tuition and mandatory fees, in addition to providing additional funds toward the cost of books and transportation. Recipients may also participate in the undergraduate Honors Program of the College of Arts and Sciences, which offers interdisciplinary courses and special seminars in a stimulating small group setting. This award is renewable provided the recipient maintains continuous full time enrollment with an acceptable grade point average.

To be eligible for consideration, a high school senior or recent graduate must have

- earned a combined SAT score of at least 1400; *or*
- achieved a cumulative high school grade point average of at least a 3.7 (on a 4.0 scale) or academic ranking in the top 5% of the graduating class.

A transfer student must have earned a cumulative grade point average of a 3.9 on a 4.0 scale. Applicants must submit an autobiographical essay and two letters of recommendation. They must also have applied for financial aid by completing the FAFSA. Application. Deadlines are March 1 and June 1. Complete information is available from the Office for Merit-Based Scholarships.

The following four scholarship programs do not accept applications; awards are made through a nomination process only.

The William M Bulger Award and Scholarship Program

In honor of Massachusetts State Senator William M Bulger (now president of the University system), the University of Massachusetts Board of Trustees established the William M Bulger Award and Scholarship Program, to provide recognition and encouragement for students who exemplify Senator Bulger's philosophy of perseverance in pursuit of educational and personal goals. Nominees chosen by secondary school principals and headmasters receive awards of recognition; one of those nominees is further selected to receive the Bulger Scholarship, a four-year scholarship to the University that pays for all tuition and major fees.

One nominee who meets the standards described above is selected by the headmasters and principals of each Boston public and private high school, who submits the name of that nominee to the Office for Merit-Based Scholarships.

The nominating headmaster or principal should also submit the following materials from his or her nominee:

- three letters of recommendation, one of which should be by the nominating head master/principal;
- an official copy of the student's academic record;
- a typed autobiographical essay by the nominee (no longer than 1,000 words);
- an essay by the nominee, of 500 to 1000 words, addressing the topic "What a College Education Means to Me," or "A College Education—Is It Valuable?"

All nominees must have made formal application to the University of Massachusetts Boston. The deadline for nomination for the scholarship and receipt of all application materials is April 15.

Other Types of Aid

The Foster Furcolo Scholarship Program

This program was established in honor of former Massachusetts governor Foster Furcolo (1957-1960), who played a major role in the creation of the public community college system of the Commonwealth. Each year one entering transfer student from each of the public community colleges in the Commonwealth will be selected to participate. Participants can receive the cost of tuition and most mandatory fees for up to two years.

Each recipient, to be nominated by the president of his or her institution, is expected

- to have completed the associate's degree;
- to have achieved a cumulative grade point average of at least 3.50;
- to exemplify the success of the community college system in fulfilling the educational mission envisioned by Governor Furcolo;
- to have applied for financial aid by completing the FAFSA. Application;
- to have applied and been admitted to the University of Massachusetts Boston.

Each community college president must submit the name of one proposed recipient by April 15, in a letter to the Office for Merit-Based Scholarships explaining the qualifications of the nominee for the scholarship.

The Stephen J Sweeney Scholarship Program

This merit scholarship program gives consideration also to the applicant's financial need.

Sweeney Scholarships are awarded each year to one or more UMass Boston freshmen who are graduates of the three Boston public high schools that are partners with the University in the Admission Guaranteed Program: Jeremiah E Burke, Dorchester, and South Boston high schools. A full description of the AGP program can be found in the "Student Life and Services" section of this publication.

This scholarship program honors the achievements and dedication of Stephen J Sweeney, former chairman and CEO of the Boston Edison Company, who has long been active in supporting public higher education.

Amounts of the Sweeney Scholarship awards vary. The recipients are highly motivated young men and women. Criteria for selection include academic achievement, extracurricular activities, and community service. Please inquire for the application deadline.

The Taylor Outstanding Scholars Program (formerly the Boston Globe-UMass Boston Outstanding Student Scholarship Program)

The John I Taylor and William Davis Taylor Outstanding Scholars Program was established in order to provide "ranking and fiscally deserving" students in Boston public high schools with scholarships to the University of Massachusetts Boston.

One graduate annually from each of Boston's 18 public high schools is nominated by the school's headmaster to receive a scholarship to the University, up to the amount of 50% annually of their educational expenses. The University insures that recipients who filed their FAFSA on time will also receive financial aid equal to the remaining 50% of the student's tuition and fee expenses. Those attending part-time receive an equivalent award, spread out over a longer period, for as long as they maintain continuous enrollment. The University also provides Taylor Scholars with on-going assistance to insure the successful completion of their academic programs.

Scholarship recipients are expected to meet the following criteria:

- They will have applied and been admitted to the University of Massachusetts Boston.
- They will have applied for financial aid by completing the FAFSA Application.
- They will be graduates of Boston public high schools.
- They will have shown, in their high school academic records, a strong potential for academic success at the college level.
- They will have demonstrated a high level of student citizenship during their high school years.

Nominations for Taylor Outstanding Scholars must be made each year by April 15.

Additional Scholarship Opportunities

A substantial number of additional UMass Boston scholarship opportunities are available for continuing students. These include both need-based and merit-based programs. Selection criteria vary widely. Applications are available from the Office for Merit-Based Scholarships, from the deans' offices at the Colleges, and from certain academic departments. These programs usually have late fall or early spring deadlines. Most awards are for the second semester.

The University Scholars Program

Each principal of an accredited Massachusetts high school is invited to nominate graduating seniors to become University Scholars. Nominees should be ranked academically as first and second in their classes, following the first semester marking period. Recipients receive up to $6,000 per year toward their educational expenses. The award is renewable, provided the recipient maintains continuous full-time enrollment with an acceptable grade point average.

Further information and deadline information are available from the Office for Merit-Based Scholarships. Nominations are made directly to the President of the University of Massachusetts.

The Community College Scholars Program

The President of each of the Massachusetts community colleges is invited each year to nominate a student to the Community College Scholars Program. Scholarships of $6,000 toward the cost of education at UMass Boston are awarded to students who

- have the highest academic ranking in their graduating classes,
- have an overall grade point average of at least 3.75 at the time of nomination, and
- will have earned a transfer designated associate's degree.

Further information and deadline information are available from the Office for Merit-Based Scholarships. Nominations are made directly to the President of the University of Massachusetts.

Advising Services

Advising Services

Throughout the University, faculty and staff in a number of different offices provide students with advising services designed to help them get the most out of their academic experience at UMass Boston, and to plan for their future. Some services are campus-wide; others are located within each of the four colleges; some serve all UMass Boston students, while others focus on students with particular needs. The descriptions that follow are a guide to advising at UMass Boston.

The University Advising Center

The University Advising Center is dedicated to providing University students with the information and help they need to realize their academic and career goals. Centrally located in McCormack Hall, the Center provides the following services:

New Student Orientation

A comprehensive orientation program introduces incoming students to the Colleges of Arts and Sciences, Management, and Nursing, informs the student of each college's academic requirements and regulations, and assists each student in registering for a first-year program designed to maximize academic success. Working with mathematics and English department faculty, staff members at the Advising Center give diagnostic tests to each new student in order to assure placement into appropriate mathematics and writing classes. Workshops help students plan a course load appropriate for their family and employment obligations. Emphasis is given to the cultural and social diversity of UMass Boston students and staff, as well as to the opportunities for academic exploration. New student orientation begins the exploring process that will continue throughout the student's career at the University.

Academic Advising

All undeclared majors in the College of Arts and Sciences and undeclared concentrators in the College of Management are assigned professional staff advisors in the University Advising Center. These advisors are responsible for explaining the particular curricula of the different colleges and in assisting the student in planning semester course schedules. All undeclared majors/concentrators are encouraged to meet with their advisors before they register for courses, and are encouraged to come in throughout the semester to discuss problems and concerns. Services for students with learning disabilities are provided through the Center's Learning Disabilities Coordinator.

When a student declares a major, he or she is assigned a faculty advisor in that major, but the University Advising Center staff is still available to assist with questions about course requirements and college regulations. The goal of the Center's academic advising program is to assure the availability at all times of at least one staff member familiar with each student's academic situation who can offer assistance and referral.

Career Services

Career Services staff in the University Advising Center provide information for students and alumni about career opportunities, and facilitates contacts with prospective employers. Individual counseling and group seminars in career planning alert students to the many and varied career opportunities available and to the requirements of prospective employers as well as to the changing nature of employment opportunities. Seminars are offered to assist with résumé writing, interviewing techniques, and the job search. On-campus events such as job fairs and guest speakers are regularly scheduled.

An active on-campus interview program is arranged each year so that students may meet employers and discuss current openings. Through the Résumé Referral Program, student résumés are forwarded to employers who have appropriate job openings. Career Services offers job-seeking students and alumni password access to JOBTRAK, a web-based on-line job listing service. A Career Resource Library houses information on employment and salary statistics, as well as specific information on businesses, non-profit organizations, school systems, and government agencies.

The Center provides information on a variety of graduate study programs. Materials on many fields are available, as well as application forms for graduate and professional school admission tests. The staff provides special advising for students interested in the law and in management.

Students interested in medicine and other health care fields meet regularly with the Center's premedical advisor, and work with the University's Premedical Committee of advisors and faculty. They receive guidance on planning for careers in the field, and on preparing for graduate-level study.

Cooperative Education/Internship

The Co-op/Internship Program places UMass Boston students in work assignments related directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom to practical work settings.

Under the Co-op Program, students are placed in full-time paid positions for six-month work periods. The usual changeover months are January and July. Normally, two students alternate in one job over the course of a year.

Under the Internship Program, students are placed on a part-time basis—usually 15-20 hours per week for the length of the semester or for the summer months. Some internships are paid and some are on a volunteer basis.

Both co-op and internship placement offer a variety of benefits. They combine relevant practical learning, valuable work experience, career awareness, résumé enhancement, personal and professional growth and, in many instances, opportunities for academic credit, good pay and a permanent job after graduation.

For more information about the program, interested students should contact either of its co-directors in the University Advising Center.

National Student Exchange Program

This program is housed in the University Advising Center. The Center provides academic advising to assure that students in the NSE program continue to work towards the requirements of the UMass Boston degree program in which they are enrolled. A complete description of the NSE program can be found in the "Extending Opportunities "section of this publication. For further information, please contact the program coordinator in the University Advising Center.

International Student Services

The Office of International Student Services, housed in the University Advising Center, provides services to international (non-immigrant) students. The office assists them with INS-related concerns and questions regarding the I-20, the I-66, visa status, and other issues. In addition, the office oversees

- orientation for new international students,
- a conference held each semester for international and exchange students
- the Study Abroad Program for all UMass Boston students.

The Office of International Student Services seeks to assist and support all international students during their stay at UMass Boston with academic concerns and issues of immigration status.

Advising Services

Advising in the Colleges

Staff and faculty members at each of the University's colleges provide academic advising that focuses specifically on the needs of majors or concentrators within the college. Most students, once they have declared a major, receive academic advising through these college-based services.

In the *College of Arts and Sciences*, students are advised by faculty in their major departments. Students choosing an individual major receive academic advising through the Office of Academic Support Programs.

In the *College of Management*, departmental faculty in conjunction with the Office of Student Services provide academic advising for students enrolled in any of the College's concentrations.

Academic advising in the *College of Nursing's* nursing and human performance and fitness programs is provided by faculty and staff through the Office of the Director of Student Affairs.

In the *College of Public and Community Service*, orientation and advising are coordinated by the Office of Student Services.

The Student Support Services Program

The Student Support Services Program offers advising, counseling, and academic support for certain students with needs in those areas: students with disabilities, or those who are economically disadvantaged, or are first generation in their families to attend college. For complete information, see the Student Support Services Program entry in the Student Affairs section of this publication.

The Joiner Center

The William Joiner Center for the Study of War and Social Consequences, an academic and service program, assists veterans through such support programs as the Office of Veterans Affairs, and the Veterans Resource Project. The Center also sponsors courses related to the study of war, in particular the war in Vietnam.

The Office of Veterans Affairs offers academic counseling, referrals, and relevant information for all students and prospective students who are veterans or dependents of veterans. Staff members also assist in the certification of veterans for educational benefits. In addition, this office assists veterans in recording and reporting certain changes in their status as required by the Veterans Administration: changes in credit load per semester, withdrawal from the University, marital standing, and number of dependents.

The Veterans Resource Project provides a range of services to students who are veterans. Recognizing the particular needs of many of these students, the project offers tutorial and advocacy services, academic and personal counseling, and opportunities for veterans to participate in projects and activities. The Project also provides support for the Veterans Upward Bound Program and for other student veterans groups and University programs.

Among the events of national significance the Joiner Center has sponsored are the Speaker's Conference on the Concerns of Vietnam Veterans, as well as conferences on women and the military, and on the military and war films. The Center also sponsors a writers' workshop every summer. In addition to presenting films, lectures, and symposia, the Center is involved in a number of academic projects and has recently acquired several major research collections.

Student Life and Services

Student Life and Services

The University believes that students' academic goals may be best realized when support services complement the classroom experience. To that end Student Services professionals support students in their academic work, and sponsor programs to enrich their experience of University life. Many offices offer information, activities, and assistance programs to facilitate the continuing development of the student's skills, concepts, insights, and life planning.

Student Life and Services act as liaisons between the academic community and the outside world, recognizing that formal schooling is not an end in itself, but rather a means to the future. Student Life and Services enhance the University experience by providing programs, services, and activities from which students can benefit during and after their years at the University.

The UMass Boston student body is a highly diverse group that includes older (average age: 27) non-traditional students. Because many of these students have entered the University following a break in their formal schooling, the University provides a wide spectrum of support services ranging from child care to educational support and veterans' assistance and encourages students to get involved in campus life.

Further information about all the services and programs described below is available from the Dean of Students office.

Student Life

The extracurricular life of the University centers on activities sponsored primarily through the Department of Student Life and funded through the Student Activities Trust Fund. Established by the University Board of Trustees, the fund is maintained by mandatory student activities fees. Both the Undergraduate Student Senate and the Graduate Student Assembly have recommending authority over the expenditure of Student Activities funds; members of those organizations work closely with the professional staff at Student Life to create a wealth of activities throughout the year.

The Department of Student Life functions as a clearing house and focal point of activity for students on campus, where information and services are available, ranging from the issuing of ID cards to locker assignments to the most up-to-date listing of student organizations.

The Department also oversees the operations of such activities as the Wit's End Cafe, a campus coffeehouse; the Recreation Center, where students relax with video games, pool, and pinball machines; and the INFO center.

The Student Student Arts and Events Council each year provides the campus community with a variety of cultural offerings including the Harbor Art Gallery, the museum pass program, discount tickets to movies and plays, and on-campus performances of music, poetry, and lectures. Students keep in touch with campus life by reading the student newspaper, The *Mass Media*. The annual spring literary journal, *The Watermark*, features the best work produced by student artists and writers.

Other activities and facilities include RSOs (recognized student organizations, or clubs), and community action programs that involve students in community-based, student-administered advocacy work. All these are administered through the Department of Student Life, by recommendation of the Student Senate, which is composed of elected student delegates representing each of the University's academic units. The Department also oversees student governance and administers student elections and referenda.

One special opportunity available through the Department of Student Life is the Leadership Development Program. This three-semester program gives students the chance to develop skills that will assist them in future leadership roles. The program consists of two semesters of workshops, a mentor experience, and a community internship. Recent workshop offerings have included time management, ethics, negotiation and dispute resolution, and critical thinking. Application and admission standards for this program are available at the Student Life office (617 287-7950).

Legal counseling is available to students through the Office of Student Legal Services, also administered by the Department of Student Life. For complete information, see the entry for Student Legal Services in this section.

Clubs and Centers

Through the Department of Student Life, the Student Activities Fee funds student centers and clubs (RSOs). Student clubs focus on special areas of interest and welcome new members. (See the list below of "Recognized Student Organizations.")

Student centers are an on-campus community action initiative of the Student Senate. All students are welcome to stop in and participate in center activities. There are nine such centers on campus: The Alcohol and Substance Awareness Center; ARMS (Advocacy and Resources for Modern Survival); the Asian Student Center; the Black Student Center; the CASA Latina (Latino Student Center); the Student Advocacy Center; the Lesbian, Gay, Bisexual Student Center; the Veterans Center; and the Women's Center. The Student Activities Fee also provides some support for the UMass Boston Child Development Program.

Recognized student organizations receiving funding through the Student Activities Trust Fund include, but may not be limited to, the following:

Accounting and Finance Academy
Advanced Computer Users
African Club
Amnesty International
Arab Student Association
Asian American Society
Ballroom Dance Club
Biology Club
Cape Verdean Club
Celtic Student Society
Chemistry Club
Chinese Cultural Association
Dart Club
Disabled Students Club
Economics Society
English Club
Ethiopian Club
French Club
Geography Club
German Club
Haitian Club
Hellenic Society
Indigenous Council
Indian Club
Hellenic Society
Japanese Club
Korean Club
MassPIRG
Model United Nations
Music Club
Nursing Club (Senior)
Philosophy Club
Physics and Engineering Club
Politics Society
Portuguese Club
Pre-Law Club
Pre-Med Society
Psychology Club
Puerto Rican Club
Radio Club
RAIL Club
Russian Club
Science Fiction Society
SCUBA Club
Student Nurses
Socialist Club
Spartacus Youth
Starlight Consciousness Society
Student Council on Learning Disabilities
Survivors Inc.
Traditional Karate Club
Unusual Phenomena and History Outreach
Vietnamese Students Association
Violence Awareness
Visually Impaired Persons (VIP)
Women's Studies Mentoring

Students interested in starting new clubs should call the Department of Student Life.

Student Life and Services

The Office of Student Legal Services

This office provides legal counsel to students on a wide range of on- and off-campus legal concerns. Staff in the office can answer questions, offer advice, make referrals, provide legal representation, and act as a general resource for students encountering legal problems. Students can also get assistance here in avoiding potential problems through counseling on contracts, and on individual rights and responsibilities in any given situation. The Student Legal Services Office can be reached at 617 287-7955.

Housing Referral Service

The University administers a Housing Referral Service to assist prospective and currently enrolled students and other members of the University community with finding a place to live. It operates free of charge and maintains listings on a computerized data base for both rental and roommate referrals. *A Guide to Short Term Housing Opportunities in the Boston Area* is available, as well as general information about local neighborhoods and transportation. For further information, contact the Housing Referral Service at 617 287-6011.

WUMB Radio

WUMB Radio is a network of three non-commercial public radio stations broadcasting throughout the Boston, Worcester, and Falmouth areas at 91.9FM. As a member of National Public Radio, WUMB provides a high quality service of folk, jazz, news, and information to the communities within listening range. Its particular educational, informational and cultural programming formats are not offered by other radio broadcast facilities in the area. The station has a policy board representing University and public broadcasting interests, and a community advisory board, representing the concerns of surrounding communities. In addition, for students living in these communities, the station regularly provides information about campus events, highlights the expertise of faculty, staff, alumni and students, and airs no-school announcements during inclement weather. WUMB offers work-study and volunteer opportunities for UMass Boston students to enjoy and learn a variety of aspects of the radio broadcasting industry. Students interested in a career in radio broadcasting can apply for the "Radio Learning Project" to learn about broadcasting, engineering, management, and sales; it is a comprehensive training program covering all areas of radio station operations.

WUMB Radio is located on the lower level of the Healey Library. For more information, please call 617 287-6900 or visit the station during office hours (Monday through Friday from 8:30 am-5:00 pm, and by appointment).

Campus Ministry

The Campus Ministry is an interfaith chaplaincy service actively involved in the spiritual and human development of students, faculty, and staff. Protestant and Catholic chaplains, and Jewish and Muslim advisors, offer liturgical, educational, cultural, social, and spiritual programs. Among these programs are daily prayer, mid-week liturgies, scripture seminars, ecumenical services, study groups, pastoral counseling, spiritual direction, lectures, workshops, and Bible study. The Campus Ministry also does fund raising for local and international hunger relief, co-sponsors events with other campus departments and offices, conducts retreats, and operates a lending library of theological and spiritual books.

Child Development Program

The University operates a licensed child care center for children of students, staff and faculty of UMass Boston, and community residents. At the center, on Mount Vernon Street near the University, there are toddler, preschool and kindergarten programs for children between the ages of 15 months and 6 years. The program is designed to provide an educational environment that is welcoming and nurturing. The center offers children many opportunities to figure out the world around them and to participate actively in their own learning. Scholarships, based on income, are available for UMass Boston student parents. Additional sources of financial assistance may be available for other eligible families.

Department of Educational Support Programs

The Department of Educational Support Programs offers a wide array of student support services to both enrolled and pre-freshman students through seven programs or centers: the Upward Bound College Preparatory Program, the Lillian Semper Ross Center for Disability Services, Project REACH, the Student Support Services Program, the Veterans Upward Bound Program, the McNair Post Baccalaureate Achievement Program, and the Upward Bound Math Science Initiative.

The services provided by these seven programs are cooperative and complementary and, for the most part, are designed to assist non-traditional students in their pursuit of higher education. Most of the programs receive some support from the university; the bulk of their funds (almost $2,000,000) is provided by competitive government grants.

The Upward Bound College Preparatory Program

The UMass Boston Upward Bound College Preparatory Program enhances in its student participants the skills and motivation necessary to progress on into college and to succeed there. This federally funded program offers high school students an array of academic, counseling and disability related support services designed to supplement public high school education and tailored to address specific student needs. By their sophomore year, participants are matched with mentors. By their junior year, students become involved with service learning internships and peer tutoring. Program seniors audit university courses, gaining first hand college experience and potential credit.

The program provides its services in a twice weekly after school program throughout the academic year and an intensive, six-week residential session during the summer. Eligible participants are low income and/or first generation college bound students who demonstrate a sincere interest in pursuing post-secondary education. They must also be residents of Dorchester, Mattapan, Roxbury or South Boston, and attend Dorchester, Jeremiah E. Burke, Madison Park, South Boston or West Roxbury High School. Students selected for participation may attend year-round each year until they graduate from high school.

The Lillian Semper Ross Center for Disability Services

The Lillian Semper Ross Center for Disability Services assists the University of Massachusetts Boston to provide equal access for individuals with disabilities. The Center makes available to students such auxiliary aids and related support services as sign language interpreting, note taking, testing accommodations, advocacy, and counseling; as well as informational resources and a variety of activities throughout the year. The Center assists employees and departments of the University by providing them with advice and information on disability issues as needed.

The Center's goals are

- to reduce the competitive disadvantage in academic work by providing reasonable classroom accommodations;
- to provide individual and peer group counseling as a means of increasing personal independence, developing self-esteem, and strengthening interpersonal skills;
- to increase awareness of the value of advocacy for the civil and human rights of people with disabilities; and,
- to coordinate institutional efforts to comply with the broad mandates expressed in sections 503 and 504 of the Rehabilitation Act of 1973.

The center's phone number is 617 287-7430 (TTY/TDD: 617 287-7436).

Student Life and Services

Project REACH

Project REACH (Realizing Educational and Career Hopes) is a federally funded Talent Search program serving special needs middle and high school students and adults with disabilities. It provides these potential college students with essential information and resources which will assist them in their academic pursuits. Project REACH offers individual guidance and group training in career exploration, educational planning, financial aid, community service, and techniques to compensate for a disabling condition in the classroom. Project REACH's phone number is 617 287-7390 (TTY/TDD: 617 287-7395).

The Student Support Services Program

The Student Support Services Program provides advising, counseling, and access to educational support programs for 450 students enrolled at the University. Students who are economically disadvantaged, who are first generation college attending or who have disabilities, and who need academic support, may apply for admission to Student Support Services. First-year students participate in a semester-long skills and content based program to improve basic academic survival skills, while continuing students take part in workshops designed to enhance their decision-making and goal setting skills and to help them prepare for the world of work and/or graduate school. Throughout their academic careers at the University, students work closely with their assigned advisors to identify needs, and to develop and attain educational, professional and personal goals. All services are currently provided in English, Spanish and Vietnamese. Further information about the program is available from the SSS office at 617 287-5820.

The Veterans Upward Bound Program

The Veterans Upward Bound Program, an Upward Bound project operating on grant funds awarded by the U.S. Department of Education and additional money provided by the University, provides counseling and instruction in academic skills to prepare veterans for attainment of a high school equivalency certificate and/or admission to a post-secondary institution. The curriculum includes courses in English, computer literacy, the sciences, mathematics, and social sciences. The program also offers career, educational, and personal counseling. After completion of the program, students applying to the University receive special admissions consideration.

Veterans Upward Bound forges an important link between UMass Boston and the veterans who live in the communities it serves. Intensive outreach, recruitment, and retention strategies encourage program participants to pursue the post-secondary education that can lead to achievement in higher level, higher paying careers. Those who matriculate as UMass Boston students continue to have access to the program's support systems throughout their academic careers at the University.

The McNair Fellowship Program

The Ronald E. McNair Post-Baccalaureate Achievement Program is a federally-funded program offering preparation for doctoral study to a) low-income individuals who are first-generation college students, and b) students from groups under-represented in graduate education.

Participants in the McNair Program spend a year engaged in research under the direction of research faculty in the departments of Anthropology, Biology, Chemistry, Geography, Mathematics and Computer Science, Physics, and Psychology. Supportive services and financial aid encourage participants to complete the undergraduate degree and pursue graduate study. Graduates have enrolled in master's and doctoral programs ranging from linguistics to chemistry to computer science at institutions including Brandeis University, Columbia University, Harvard University, the Massachusetts Institute of Technology, the University of Michigan, and others.

The Math and Science Initiative Upward Bound Program

In partnership with the Nobles and Greenough School the University is now in its seventh year of operating a Math and Science Upward Bound Program under a competitive grant from the United States Department of Education. The purpose of the program is to increase the number of low income and first-generation college students majoring in mathematics, the sciences, and computer science at the undergraduate level and, eventually, to increase the number who go on to advanced study. The program's rigorous six-week, residential academic program each summer focuses on promising students who attend either the John D. O'Bryant High School of Math and Science or Lawrence High School. In addition to the accelerated program at Nobles, students visit the UMass Boston campus every Thursday and participate in lectures and hands on laboratory experiences conducted by members of our Science Faculty. During the following academic year, program participants receive additional support through school visits; supplemental instruction at Nobles; and cultural, educational and career related trips and visits.

The Admission Guaranteed Program

The Admission Guaranteed Program (AGP) is a part of UMass Boston's commitment to its role as a public urban university. AGP guarantees admission to the University for participating students enrolled at Dorchester, JE Burke and South Boston High Schools. Through AGP, students who take courses in the required subject areas and meet specific program criteria are assured of admission to the University. An important goal of the program is to help students see college as a viable option for their futures. AGP offers tutoring, career, counseling, after-school classes, and college workshops, as well as such cultural and educational activities as theater trips and college tours.

Urban Scholars Program

The Urban Scholars Program is a collaboration involving the University, several Boston high schools, the Massachusetts Higher Education Coordinating Council, the US Department of Education, and a group of Boston corporations. It offers gifted and talented Boston public high school students an early exposure to the University environment. Students who have demonstrated exceptional potential for academic success and leadership participate in a range of academic and career related activities. They become acquainted with the wide variety of programs at the University and with career options and related informational resources. The program encourages students in careful planning of educational and career goals. Program activities include classes, tutorials, supervised study, college and career advising, and mentorships with University faculty and professional staff.

Department of Athletics

The Athletics Department offers a wide range of programs structured to meet the needs not only of those students interested in intercollegiate competition, but also of students seeking free-time recreational activities. With one of the newest collegiate athletic and recreational complexes in the Boston area, the Clark Athletic Center, the department offers varsity competition for men and women in basketball, cross country, and indoor and outdoor track; also for men in baseball, football, hockey, lacrosse, soccer, and tennis; and for women in softball, soccer, tennis and volleyball. The Athletics Department holds membership in the National Collegiate Athletic Association (where UMass Boston teams compete at the Division III level), the Eastern College Athletic Conference, the Massachusetts Association of Intercollegiate Athletics for Women, and the Little East Conference. The University's intercollegiate athletics program upholds the principle of equal opportunity for both men and women, and endorses the principle of gender equity and compliance with Title IX regulations.

Student Life and Services

The Department's extensive intramural and recreation program includes such team sports as basketball, hockey, volleyball, and floor hockey; one-on-one activities—racquetball, squash, badminton; and instructional programs like aerobics and tennis. The popular sailing program operates from mid-spring to early fall, allowing students to take full advantage of the on-campus dock and the University's fleet of Mercury- and Laser-class sailboats.

The Clark Center features a main gymnasium, an ice-skating rink, and a swimming and diving pool fully equipped for intercollegiate competition, as well as a weight room, locker rooms for men and women, and dance and combative rooms. Outdoor facilities include an eight-lane, 400-meter track, multi-purpose fields, eight tennis courts, and a softball field.

The McCormack gym has been recently converted into a Wellness Center, housing aerobics, cardiac fitness, weight training machines, free weights, and exercise areas.

The Athletics Department encourages students to become involved with the programs offered by the department, either by participating on a varsity or intramural team, or by attending home contests and supporting the teams. Further information is available at the Clark Athletic Center.

University Health Service

The primary goal of the University Health Service is the maintenance of good health among UMass Boston students through access to convenient health care of high quality. The Health Service provides direct care for routine health problems, as well as the services of laboratory technicians. For those problems requiring more sophisticated or long-term care, the Health Service can refer students elsewhere: it maintains a list of carefully screened and selected medical practitioners, psychotherapists, and local community health facilities.

The Health Service facilities are staffed by physicians and other specialists in general medicine, endocrinology, gynecology, internal medicine, surgery, dermatology, clinical and counseling psychology, nursing, social work, and health education.

Further information about services and office hours is available at 617 287-5660.

Health Clearance

Before registering for classes, every student admitted to the University must obtain a health clearance by submitting to the University Health Service the completed Student Health History and Immunization Report Form, which is sent to them shortly before they first register for classes. Documented evidence of immunization against measles (including a second measles shot), mumps, rubella, diphtheria, and tetanus is an important part of that health clearance. The necessary immunizations may be obtained at the Health Service for a nominal charge. This health clearance requirement is mandated by state law.

Health Service Programs

The programs of the Health Service are supported by the mandatory student health fee included in the tuition bill. The principal programs covered by that fee are described below.

The General Medicine Program provides services for the diagnosis and treatment of general health problems, as well as such special services as medical clearances for student teaching, sports clearances, pre-marital medical tests, screening for sickle cell anemia and other genetic disorders, flu shots, and laboratory tests.

The Gynecology Program offers women students complete gynecological services which range from consultation and examination to preventive, remedial and follow-up care.

The Mental Health Counseling Program provides comprehensive counseling and psychological services to the student population. Individual, group, couples, and family therapy is available, as well as personal growth counseling, crisis intervention, walk-in emergency service, workshops, consultation, and information and referral services.

The Dental Screening and Consultation Program makes available dentists and senior dental students from the Boston University Goldman Graduate School of Dentistry, who provide free screenings, consultations, and referrals.

The Health Promotion Program supports the clinical efforts of the University Health Service and promotes responsible health consciousness throughout the University community. The purpose of its workshops, drop-in information/referral center, and special events is to educate the student body about the overall Health Service Program. This program offers information and presentations on such topics as stress management, smoking, AIDS, nutrition, and weight control.

The Drug and Alcohol Prevention Program, called PRIDE (Prevention, Resources, Information, and Drug Education), seeks to promote responsible decision making about the use of alcohol and abstinence from other drugs. The program offers a variety of services including support groups, workshops, peer support, classroom presentations, awareness events, individual professional consultations, and referrals.

Mandatory Health Insurance

The Health Service is supported by the Student Health Fee that all University students pay; therefore, there are no additional charges for most of its services. However, in order to assure that students have coverage for the medical and surgical services not covered by the health fee, the Health Service annually negotiates a Student Health Insurance Plan, for which students are billed once a year. For further information about the UMass Boston Student Health Insurance Plan, see the Tuition, Fees, and Payments section of this catalog. *Please note: this Health Insurance Plan is mandatory for all students who do not have comparable coverage under some other medical insurance plan. In order to substantiate the fact that they have such coverage, students must complete and submit to the Bursar's Office the Waiver Form, obtainable at the main office of the Health Service.* Students without such coverage must participate in the University's Student Health Insurance Plan. This health insurance requirement is mandated by Massachusetts state law.

Please note that Health Service programs, facilities, and services are available to all students, whether they are participating in the Student Health Insurance Plan or another health insurance plan.

Extending Opportunities

Evening Courses and Evening Degree and Certificate Programs

For many students, responsibilities at work or at home make late afternoon or evening classes particularly convenient. The University serves these students by offering a wide variety of undergraduate and graduate courses from 4:00 to 10:00pm, with most scheduled to start at 6:00.

UMass Boston now has one of the largest selections of evening courses in the greater Boston area. What makes these courses unique is that they are not a separate division, but an integral part of the University. Students taking evening classes are students of UMass Boston, full members of the academic community; and evening courses are taught largely by the University's regular, full-time faculty. The credits and degrees that evening students earn are in no way different than those earned by students attending classes during the day. All UMass Boston students have the opportunity to register for day courses, evening courses, or to combine daytime and evening study during any semester.

All the University's Colleges—Arts and Sciences, Management, Nursing, Public and Community Service, and the Graduate College of Education—are represented by evening course offerings. In the programs listed below, students can complete all degree requirements through evening study alone. Most classes start after 5:00pm. Degree requirements for programs marked with an asterisk can be completed through study in courses scheduled after 4:00pm. Certain upper level components—such as practica, student teaching, or clinical experience—required by the College of Nursing's RN/BSN program and the Graduate College of Education's MEd programs must be completed during the day.

Undergraduate Degree Programs
Community Planning
Community Services Management*
Legal Education Services *
Computer Science
Criminal Justice
Economics
English
Gerontology
History
Human Services*
Labor Studies
Legal Education
Management
Nursing for RNs
Political Science
Psychology
Sociology

Undergraduate Certificate Programs
Alcohol and Substance Abuse Studies*
Geographic Information Technologies
Labor Studies
Law

Graduate Degree Programs
American Studies
Bilingual/ESL Studies
Business Administration
Chemistry
Computer Science
Counseling
Critical and Creative Thinking*
Dispute Resolution
Education *
Educational Administration (with the exception of four required courses offered during the day in the summer)
English*
English (Composition) *
History*
History/Archival Methods*
History/Historical Archaeology *
Human Services
Instructional Design
Leadership in Urban Schools (EdD)
Nursing, RN to MS Accelerated Pathway
Nursing and Management
Applied Physics*
Public Affairs
Applied Sociology
School Psychology
Special Education
Teacher Education

Graduate Certificate Programs
Critical and Creative Thinking
Dispute Resolution
Women in Politics and Government

At least half the course work (the first two years) required for a bachelor's degree in electrical engineering can also be completed after 5:00pm. (This also represents the highest level of electrical engineering courses offered at the University.)

Most evening classes meet once a week for two and one half hours; the rest meet twice a week for one hour and fifteen minutes. Classes take place from Monday to Thursday evening. The semester calendar for evening courses is the same as for the rest of the University.

While the majority of those attending evening classes are matriculated students or certificate students, many people enroll in one or more courses as non-degree students. Their reasons for taking courses include professional advancement, personal enrichment, or simply the desire to experience University life before applying for admission. Non-degree students are welcome at UMass Boston: they may take any course, daytime or evening, in which space is available and for which they meet program and/or course prerequisites. In addition, all the certificate programs listed here are open to non-degree students.

Whatever the reasons are for enrolling in the evening courses, evening students can take full advantage of the University's facilities for learning, research, and relaxation. For their convenience, the Offices of Admissions, Financial Aid Services, Registration and Records, as well as the Health Service, the Healey Library, the Clark Athletic Center, and UMass Boston's cafeterias are open in the evening.

UMass Boston offers Saturday courses on campus and additional evening courses at off-campus locations through the Division of Continuing Education. More information about these courses can be found in the "Continuing Education" section of this publication which follows.

Continuing Education

The Division of Continuing Education extends the University's teaching and its community service, at no additional cost to the Commonwealth of Massachusetts.*

Continuing Education programs meet needs for particular schedules and locations, for special non-credit courses, and for courses designed for specific clienteles, such as professional groups or businesses. The Division's programs maintain the same high standard as all other University programs, and are developed with the participation and approval of the appropriate academic units.

The Division's summer session, winter session, and off-campus and Saturday programs, described below, complement the University's commitment to the adult learner by providing greater accessibility to University courses. The Division enhances the University's service mission through non-credit programs in such areas as alcoholism/chemical dependency treatment services, corporate and promotional communication, government auditing, graduate test preparation, and human resource management. The Division's International Executive Programs provide advanced study and practical experience in American business management, in an English as a Second Language environment, to managers from a variety of countries.

Continuing Education aims to be as flexible and responsive as possible in adapting its offerings to the needs and circumstances of a diverse constituency, and is continually developing new programs and seeking new clients. It is a means for public service, an opportunity for high-interest and special-application learning and teaching, and a mechanism for innovation in the curriculum of the University. Continuing Education relies on practical and imaginative proposals both from within the University and from outside groups and individuals. It welcomes comments, suggestions, and requests for information about its programs. The CE phone number is 617 287-7900. You can reach the office by e-mail at: continuing.education@umb.edu. On the World Wide Web the Continuing Education branch of the University's web site is: http://www.conted.umb.edu.

*The Division is supported solely by the fees it generates through its courses and other services.

Summer Sessions

The Division administers the University's summer program of undergraduate and graduate courses. Students use summer session courses to fulfill University requirements, pursue further studies in their areas of major interest, or explore disciplines new to them. Many special programs scheduled during the summer feature field activities which allow participants to use the region's cultural, historical, and natural resources to investigate topics introduced in the classroom. In addition, the University offers programs of study on Nantucket Island in marine biology, playwriting, and acting, as well as study abroad opportunities in Haiti, Ireland, Mexico, and Vietnam. The Summer Sessions have an "open enrollment" policy: any person who has completed a secondary school education may enroll in most courses (subject to course prerequisites). Students enrolled in degree programs at the University should consult the Summer Session Bulletin for specific regulations that govern their registration in summer session courses. Further information can be obtained from the Continuing Education Office.

Winter Session

Each January the Division of Continuing Education offers a selection of courses at the Harbor Campus. Like the summer session, the winter session offers matriculated and non-degree students many courses of special interest, and provides an opportunity for matriculated students to accelerate their progress.

The Off-Campus and Saturday Program

Through the Division of Continuing Education, the University offers undergraduate credit courses during the evening at off-campus sites in Braintree and Boston's Copley Square, and on Saturdays at the Boston Campus. These courses make it possible for persons to begin a college program or to take courses for their own personal and professional development at convenient times and locations while also fulfilling work or family obligations. The off-campus and Saturday program also has an open enrollment policy similar to that of the summer session. Persons who successfully complete courses through the program are encouraged to apply for admission to the University as matriculated students. Once admitted, a student may apply credits earned through the program toward UMass Boston degree requirements. Credits earned in off-campus and Saturday courses are also generally transferable to other colleges. Further information about off-campus and Saturday course offerings may be obtained by calling the Continuing Education Office at 617 287-7900.

National and International Exchange Programs

The National Student Exchange Program offers UMass Boston students the opportunity to study at one of over 70 participating colleges and universities in 40 states, Puerto Rico, and the Virgin Islands, at a cost comparable to what they currently pay to attend UMass Boston. While on exchange, students can develop an increased awareness of academic, cultural, ethnic, and geographic diversity within the United States.

UMass Boston students who wish to study abroad, to explore other countries and cultures, have a wide range of options. They may enroll directly in foreign universities as exchange students, or study and travel abroad during the summer or winter session.

The University of Massachusetts has exchange agreements with approximately forty foreign universities, and sponsors several semester and summer programs overseas. UMass Boston is a member of the New England-Quebec Exchange Program, which includes all universities in Quebec. Exchange students take regular courses full-time at foreign institutions during an academic year. They may participate as juniors or seniors. An exchange student must generally be proficient in the language of instruction at the school he or she attends. To qualify for exchange study, a student must also have a cumulative average of 3.0 or better, and the prior approval of the appropriate department chairperson. Interested students should plan well ahead, and should be sure to obtain prior approval forms from the Admissions Office. Credits earned for foreign study can count toward UMass Boston degrees, though in most cases grades given abroad will not be included in UMass Boston cumulative averages.

Through programs sponsored by the University of Massachusetts, exchange students may study in Australia, Canada, China, Colombia, Finland, France (where UMass Boston itself sponsors a program at the University of Paris), Germany, Great Britain, Ireland, Japan, Sweden, and Taiwan.

The University of Massachusetts also sponsors summer study programs in Argentina, China, England, France, Japan, Spain, and Taiwan. UMass Boston has summer programs in Haiti, Ireland, Mexico, and Vietnam. Requirements and credits awarded vary from program to program.

Other colleges and universities sponsor overseas study programs in which UMass Boston students may participate. Eligibility requirements, costs, deadlines, and other details vary from program to program.

For further information on both national and international exchange programs, contact the program coordinators at the University Advising Center.

Standards, Regulations, and Procedures

Academic Regulations

Requirements and Standards

Sections below designated by asterisks* do not apply to the College of Public and Community Service. For further information about CPCS regulations and procedures, see the section of this catalog on the College of Public and Community Service.

*Graduation Requirements**

To graduate, a student must (a) meet the requirements of a major department or professional program; (b) fulfill the general education requirements of his or her college, school, or professional program; (c) meet the University-wide diversity curriculum requirement; (d) maintain a minimum 2.0 cumulative average; and (e) successfully complete at least 120 credit hours (123 for nursing majors). This total must include a minimum of 30 residency credits at the University. For students admitted to the University prior to the fall of 1979, this total must include 45 residency credits. Note: further information about graduation requirements appears in the sections of this catalog in which individual colleges, schools, and programs are described.

Note on the diversity requirement: UMass Boston has asked its four undergraduate colleges to institute, as part of their curriculum, course offerings which would assure that all University students understand the richness and complexity of diversity in our society. A specific description of the course work meeting the diversity requirement can be found in this publication in the introductory section for each of the colleges.

*Departmental, College, and University Honors**

A student may graduate with honors in his or her major field by meeting the requirements of a departmental honors committee, which usually involve successful completion of an honors thesis or seminar or attainment of a 3.5 average in the field. Admission to honors work is governed by the departmental honors committee although a cumulative average of 3.0 is required of honors students in all departments. Students may count up to six hours of honors work toward graduation, whether or not it meets departmental standards for honors.

The College of Arts and Sciences offers a four-year Honors Program (see the "Honors Program" entry in the CAS section of this publication). Students who successfully complete this interdisciplinary program have the designation "Honors Program Scholar" entered on their final transcripts.

Each college names students to its Dean's List based on semester grade point average. This distinction is entered on the student's transcript and acknowledged by a congratulatory card or letter. The colleges also elect students to membership in various national honor societies, and hold annual Honors Convocations at which outstanding student achievement is recognized.

The University bestows three separate honors designations for scholastic excellence reflected in the cumulative average:

Summa cum laude	3.75 or above
Magna cum laude	3.50 to 3.74 inclusive
Cum laude	3.30 to 3.49 inclusive

A special seal affixed to the student's diploma reflects the bestowal of an honors designation.

Attendance

Students are expected to attend all scheduled classes. No administrative control of attendance is exercised except as hereinafter provided. In case of illness, students should explain their absence directly to their instructors. Grades shall not be reduced because of absences due to illness when students have met their instructors' requirements for making up back work. Students should report illnesses to the University Health Service, which will verify dates of absence if requested by faculty members.

*Course Load for Full-Time Students**

Full-time freshmen and sophomores normally carry four courses for 12 credit hours; full-time juniors and seniors normally carry five courses for 15 credit hours. A junior or senior science major may carry a course load of 18 credits. A student with a cumulative average of at least 3.0 overall (or at least 3.5 in the most recently completed semester) may take one extra course in excess of 18 credit hours with the permission of his or her advisor. Students in the College of Arts and Sciences must obtain such permission from the Associate Dean for Academic Studies.

Administrative Procedures

*Transfer Records**

The cumulative average of a transfer student at a former school is not carried over to the University. The student begins to achieve a new cumulative average upon enrollment. A transfer student cannot be dismissed for poor grades in the first semester at the University but, for all subsequent semesters, the student must attain the cumulative average necessary for good standing in the class to which he or she was assigned (see below).

Registration

Registration Policy: New students and continuing students who are in good academic and financial standing with the University may register. A student who wishes to obtain a degree from the University must be formally admitted to a program. Applications and information may be obtained at the Admissions Office, or by calling the Admissions Information Service at 617 287-6000. TTY/TDD for the hearing impaired is 617 287-6010. E-mail is bos.admis@umassp.edu.

A matriculated student who has not been continuously enrolled must file an application for readmission with the Office of the Registrar.

Registration Procedures: All currently enrolled students in good academic and financial standing are expected to register, using the Touch Tone Registration System, during a registration period near the end of each semester, for the following semester. Complete information about dates, procedures, billing, advising schedules, and locations is available at the Office of the Registrar during the registration period. Bills are mailed to students who register.

Registration During the "Add/Drop Period": New, readmitted, or non-degree students may register during the Add/Drop Period at the beginning of the semester for which they are registering.

Late Registration Policy: All continuing degree-seeking and certificate students must register during the Registration Period; all new, readmitted, or non-degree students must be registered by the end of the Add/Drop Period. Otherwise these students will be assessed late registration fees of $50.00.

Course Changes

Students may add, drop, or substitute courses without notation of change on their records during the Add/Drop Period—usually five days at the beginning of each semester. Students are academically as well as financially liable or all courses not officially dropped during the Add/Drop Period. To add/drop, a student should:

- pick up an add/drop form from the Office of the Registrar;
- have the instructor of a course to be added state on the form that space is available;
- have the instructor of a course to be dropped release the student on his or her records and on the form; and
- return the form to the Office of the Registrar by the specified deadline.

Course Withdrawal Option

After the Add/Drop Period, and within the published course withdrawal date, a student may withdraw from individual courses using the Touch Tone Registration System. The grade of "W," given for withdrawn courses, will remain on the student's record but will not be calculated in the cumulative quality point average.

To withdraw from a course a student must call the Touch Tone Registration System after the end of the Add/Drop period and before the published course withdrawal deadline. Instructions and deadlines are listed on the Course Pass/Fail & Course Withdrawal Worksheet in the Schedule of Courses book, available each semester from the Registrar's Office.

Academic Regulations

Please note:

- A course withdrawal selection cannot be cancelled after the deadline.
- No refund is issued for course withdrawals.
- Failure to attend class does not constitute an automatic withdrawal.
- If the course a student wishes to withdraw from a Continuing Education course, the student must contact the Division of Continuing Education directly at 617 287-7900 or visit the office in room 203 on the second floor of Wheatley Hall.

Note: Any student who does not complete the requirements for a course, who does not secure approval for a grade of "Inc" (Incomplete) in the course, and who does not withdraw from the course by following the withdrawal procedure described above, will receive a grade of "F" in that course at the end of the semester unless the instructor has submitted the grade of "NA" for the student at the end of the Add/Drop period.

Change of Major*

A student who has declared a major field and wishes to change it must obtain a "Change of Major" form from the Registrar's Office. The student must then consult with, and obtain the written approval of, the chairpersons of the former and new major departments, and return the completed form to the Registrar's Office.

Final Examination Schedule Changes

A student may have a final examination rescheduled if he or she has two examinations scheduled at the same time or three examinations scheduled on the same day. The student should request such a change from the instructors involved.

Inter-college Transfer

UMass Boston students wishing to transfer to another college within the University may obtain an Inter-College Transfer Application from the Registrar's Office. Notification of approval of the transfer and information regarding registration for courses for the following semester will come from the new college.

Applying for a Second UMass Boston Undergraduate Degree

UMass Boston students wishing to seek a second undergraduate degree from the University may may obtain a Second Degree Application from the Registrar's Office. To apply for a second degree, submit this application form, with all college transcripts, to the Student Services Office of the college from which you wish to earn a second degree. Notification of approval will come from the college; course registration information will come from the Registrar's Office, respectively.

Grading

Letter Grades, Numerical Equivalents, and Cumulative Averages*

The University uses a system of letter grades which are equivalent to numerical "quality points "according to the following list:

Letter Grade	Quality Point Equivalent
A	4.00
A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75
D+	1.25
D	1.00
D-	0.75 minimum passing
F	0.00 fail
!nc	Incomplete
P	Passing, under Pass/Fail Option (see below)
Y	Interim grade in a declared year-long course
W	Withdrawn
NA	Non-Attending

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses added to arrive at the student's cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours.

The Pass/Fail Option*

While working towards an undergraduate degree, a student may select one, but no more than one, course each semester, up to a maximum of eight, to be taken on a pass/fail basis. (Mandatory pass/fail courses are not counted toward this limit.) The grade of "P" will be given for a successfully completed Pass/Fail course; it will be included in credit toward graduation, but not in the cumulative grade point average. The grade of "F" will count as a failure. To enroll in a course on a pass/fail basis, a student must call the Touch Tone Registration System after the end of the Add/Drop period and before the published pass/fail deadline. Instructions and deadlines are listed on the Course Pass/Fail & Course Withdrawal Worksheet in the course schedule book, available each semester from the Registrar's Office. Please note that 1) A pass/fail selection cannot be cancelled after the published pass/fail deadline; 2) students should carefully check their college and major, department, or professional program requirements with respect to pass/fail courses before exercising the pass/fail option; and 3) if the selected course a student wishes to enroll in on a pass/fail basis is offered through the Division of Continuing Education, the student must contact the Division of Continuing Education directly at 617 287-7900, or visit the office: room 03 on the second floor of Wheatley Hall.

The Not-Attending (NA) Grade

The Not-Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on his/her record. The NA grade has no effect on the student's cumulative grade point average, nor on a student's financial aid award package. Note: VA benefits may be affected. For more information contact the Office of Veterans Affairs at 617 287-5875.

The Incomplete (Inc) Grade*

A student receiving the grade of Incomplete is allowed one full year in which to complete the course. The new grade must be submitted to the Office of the Registrar by the grading deadline for that semester, i.e., by the end of the next fall semester for fall incompletes; by the end of the next spring semester for spring incompletes. The grade for any course not completed by this deadline will be converted to the grade of "F ", and the student will not be allowed to complete the course.

Failed Courses*

A failed course required for a degree must be repeated. If it is repeated and passed, the original failure will not be computed in the cumulative average, although it will remain on the student's record.

Repeated Courses*

A student may repeat any course, provided the student has not taken and passed a more advanced course in a sequence for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average. Each UMass Boston undergraduate may choose to repeat a total of four courses, one time each.

Academic Regulations

Regulations Governing Academic Standing

Good Standing

Each degree-seeking student must meet the following minimum retention standards:

Sum of UMass Boston and Transfer Credits	Minimum Required Cumulative Average
1-15	1.50
16-30	1.65
31-45	1.75
46-59	1.90
60 and above	2.00

A student is in good standing if he or she maintains a cumulative average of 2.0 or higher.

Academic Warning: A student whose cumulative average falls between 2.0 and the required minimum will receive a warning, printed in an obvious place on the grade report.

Probation

At the end of the first semester in which a student does not meet the required minimum cumulative average, he or she will be placed on probation. A letter will be sent with the grade report informing the student of his or her probationary status and strongly urging consultation with the student's advisor to review the forthcoming semester's program. While on academic probation, a student shall not be eligible to hold office in any recognized student organization, to represent the University in any sense on or off campus, or to participate in any intercollegiate athletic teams.

Suspension

The student who does not meet the required minimum cumulative average for the second semester will be suspended for one semester. The student may apply for readmission through the appropriate authority after one semester. The readmitting body may set conditions on the student's schedule and shall set standards for retention. A student who has achieved a semester average of at least 2.0 for the semester immediately preceding suspension may appeal for an additional probationary period. The appeal authority may set conditions for granting the appeal. If the student does not meet the conditions, suspension will automatically follow.

Dismissal

A student who, subsequent to suspension and readmission, does not meet the retention standards set by the readmitting body shall be dismissed. A student who has been dismissed may appeal for readmission after one year.

A student who is suspended or dismissed may not enroll as a non-degree student and may not take continuing education or summer session courses.

Any student who is not mailed a notice of suspension or dismissal before the beginning of a semester will be allowed to complete that semester.

Note: these minimum retention standards may be subject to more restrictive collegiate, program, or school policy. They do not apply where the cumulative grade point average is not tabulated.

Voluntary Withdrawal

Students may withdraw from the University before the last day of classes of a semester, although the effective date of withdrawal is that on which all forms are completed, signed and returned to the Office of the Registrar. Students withdrawing receive a "W" for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of "F" for all courses at the end of the term. To withdraw from the University, a student must do the following:

- consult with a member of the Dean's or Program Director's advising staff, who will provide and sign a withdrawal form;
- receive clearance from any University office in which financial charges have been accrued. These offices may be the library, the Health Service Office, the Bursar's Office, the Dean of Students Office, the Office of Financial Aid Services, the bookstore, and the science laboratories.

*Readmission to the University**

Students who leave the University in good standing may resume their studies by obtaining a readmission form from the Office of the Registrar, completing it, and returning it to that Office, with a readmission fee of $5.00 in a check or money order made payable to the University of Massachusetts Boston. They will be notified in writing of their readmission status.

Students who have been dismissed from the University and wish to resume their education should pick up and complete a readmission form from the Office of the Registrar, write a letter of appeal addressed to the Standards and Credits Committee of their college or program and make an appointment for an interview with a member of the advising staff of their college or program.

All previous course work at the University remains part of the permanent record for students who have been readmitted, and the cumulative average includes all prior grades, regardless of how much time elapsed between enrollments.

Deadlines for Receipt of Readmission Forms

Students wishing to re-enter the University in the fall semester must have their readmission forms received by June 1, and in the spring semester by November 1. After these dates, readmission will be permitted only upon the availability of space.

Certificate Students

Certificate students are subject to the same regulations on academic standing as matriculated students.

Non-degree students

Non-degree students are subject to the following minimum retention standards:

Sum of UMass Boston Credits	*Minimum Required Cumulative Average*
1-11	1.75
12 and above	2.00

A non-degree student who does not meet these retention standards shall be dismissed. Non-degree students wishing to appeal a dismissal must do so through the Registrar's Office.

Academic Standards, Cheating, and Plagiarism

University Policy on Academic Standards and Cheating

The first obligation of students is to pursue conscientiously the academic objective which they have determined for themselves. Students are expected to conform to all regulations of the University, of the College in which they are enrolled, and of the classes in which they are registered. It is further expected that all examinations, tests, written papers or other assignments completed as a part of academic programs are the product of the student's own work and effort.

This means that students may not solicit or use unauthorized material or assistance for their own benefit and may not offer or give such assistance to another student. Every written report or similar class assignment must indicate fully the sources from which the information used is obtained, and any verbatim quotations or paraphrases must be clearly indicated as such and properly credited to the source from which they were extracted or adapted.

Academic dishonesty may also involve cheating or plagiarism. Cheating is defined as the use of illegal techniques (slips, copying, signs, etc.) to convey or receive answers during examinations.

University Statement on Plagiarism and the Documentation of Written Work

1. The honest documentation of the student's written work is absolutely essential. The faculty of UMass Boston expects each student's papers to derive from the student whose name appears on them. The student who submits a paper which derives from unacknowledged sources plagiarizes by representing as her or his own the words and ideas of others. Every student, therefore, has a serious obligation to her or himself and to the University to acknowledge any joint work in the laboratory or in outside investigation. She or he must respond to examination questions on the basis of her or his own effort. Because ignorance does not excuse any violation of this basic principle—that derived writing must be clearly acknowledged—the faculty has adopted the following guidelines regarding documentation.

2. In writing themes, essays, and term papers for her or his courses at UMass Boston, the student should strive to say what she or he has to say in her or his own words. She or he should carefully avoid repeating words and phrases taken from books and articles written by other people.

   It is often quite proper, however, to summarize or paraphrase what someone else has written on a given subject, but the student must put the summary or paraphrase in her or his own words.

   The student not only should strive to put in smooth language of her or his own what someone else has written, but must also give full credit in her or his text of the writer whose ideas she or he is summarizing. Phrases like "according to Joan Smith" and "Joan Smith says" should always accompany a summary or paraphrase of another writer's material. And in text or in a footnote the exact source (title of book, as well as author, date, and place of publication, and the page or pages from which the summary is taken) should be given.

   In general, footnotes are unnecessary in short papers dealing with a single work and not deriving from a variety of sources. The student is frequently required to discuss single works in her or his themes,and in such cases it is economical and convenient to dispense with a complicated documentary apparatus and to record page numbers in parentheses in the body of the paper.

   It is not necessary to document specific facts which are common knowledge. But facts and opinions which are new discoveries by the student's sources, or debatable matters for which the student's source is taking responsibility, must always be documented.

3. On occasion the student may find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others.

   The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in the original passage. More specifically, the omission of words from a quoted passage must be indicated by three dots (...), but any punctuation contained in the original must be given in addition to the three dots (...). Any words inserted by the student into a quoted passage, by way of omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original must also be indicated with square brackets: italics mine. When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. The following principle governs documentation in general: the reader should know what material belongs to the author of the paper and what material belongs to her or his sources.

4. There remain some questions related to documentation standards and these should be considered briefly.

   One source of confusion in the documentation of written work is the degree to which a student may be responsible for acknowledging those ideas which have developed from conversation or class discussion. Here good sense and honesty are the criteria, and the student must decide how to conduct her or himself with self-respect. Any student in doubt about the independence of what she or he is writing would be wise to indicate briefly that the ideas are not her or his own. Phrases like "one of my classmates suggests" or "the conclusion reached in class was" are usually adequate for this purpose. Again, the student may sometimes ask a typist to prepare a final copy of her or his paper, but the faculty expects that the typist has done nothing whatever materially to change the paper as written by the student. Such papers, like those the student herself or himself types, deserve careful proofreading to insure that the paper represents her or his independent work and that the copy is free of mechanical errors. Again, a student sometimes wishes to submit the same paper in two separate courses. Because it is dishonest to represent such a paper as one designed for one course alone, the student should seek the permission and approval of the instructor in each course.

Academic Standards, Cheating, and Plagiarism

5. Although scholars have agreed upon certain conventions for documentation, many of which have been discussed above, the student must decide for herself or himself the frequency and extent of documentation. She or he has, therefore, a great responsibility.

   She or he should document when in doubt and make unequivocally clear the distinction between what belongs to herself or himself and what belongs to others. Plagiarism may take many forms: presenting passages from the works of others as works of one's own, the unacknowledged paraphrasing of ideas developed by another, the creation of a patchwork of phrases and ideas, often from several sources, and the uncredited use of a strikingly appropriate term resulting from another's ingenuity (as, for instance, David Riesman's term 'unmerry emulative chase' in reference to American social pressures). All of these uses are dishonest. Indeed, plagiarism is a serious offense and may be attended by severe penalties, including expulsion from the University.

   Term paper corporations are illegal enterprises in the Commonwealth of Massachusetts. A person convicted of selling term papers, theses, or research papers intended to be used for academic credit may be fined not more than $100 or imprisoned for not more than six months or both.

   The same penalties apply for persons convicted of taking an examination or examinations for another at an educational institution.

Administrative Withdrawal and Reinstatement

A student may be administratively withdrawn from the University, if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

I. Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal.

A. Failure to comply with administrative requirements, specifically:

   1. Failure by a student to satisfy an overdue financial obligation to the University, consisting of tuition, loans, library charges, or other student charges, including orientation, student activities, health services, child care, and other such fees as may be established from time to time.

   2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

B. Forgery, fraud, or falsification of information on any official University form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

C. Certified physical health or mental problems of a hazardous nature.

II. Effects of Administrative Withdrawal

If administratively withdrawn, a student shall:

A. cease to be enrolled and shall not be allowed to complete the current semester or to register for future semesters;

B. return his or her identification card and any and all other property belonging to the University currently in his or her possession;

C. receive no further material or notification from the Office of the Registrar concerning University affairs.

III. Procedures for Implementing Administrative Withdrawal

A. Procedures to be applied to cases brought under the conditions of Section I.A.

   1. The appropriate administrative official may recommend to the Office of the Registrar that a student be administratively withdrawn from the University.

   2. The administrative official shall make his or her recommendation in writing to the Office of the Registrar, detailing his or her compliance with the following requirements:

      a. The recommendation must be based on one of the grounds set forth in Section I.A.

      b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.

      c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

   3. If the Registrar is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, he or she shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Director. The Director shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.

   4. If the student does not request a hearing with the Director or take action satisfactory to the Director to resolve the matter within the time allotted in paragraph 3 of this section, the Director shall administratively withdraw the student from the University no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

   5. If a student requests a hearing within the time allotted in paragraph 3 of this section, the Director shall schedule a hearing at the earliest practicable date. If the Director decides in favor of the administrative withdrawal, the Director shall forthwith withdraw the student.

Administrative Withdrawal and Reinstatement

B. Procedures to be applied to cases brought under conditions B and C of Section I.

1. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the University.
2. The administrative official shall make his or her recommendation in writing to the Administrative Withdrawal Review Committee detailing his or her compliance with the following requirements:
   a. The recommendation must be based on one of the grounds set forth in Section I.B or C;
   b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;
   c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.
3. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, it shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.
4. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph 3 of this section, the Committee shall instruct the Registrar to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.
5. If a student requests a hearing with the Committee within the time allotted in paragraph 3 of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether facts exist which warrant administrative withdrawal under Section I.B or C. If the committee decides in favor of administrative withdrawal it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.
6. The student may appeal a decision by the Committee in favor of withdrawal to the Vice Chancellor for Student Affairs within seven calendar days of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the Committee shall instruct the Registrar to withdraw the student. If the student does appeal to the Vice Chancellor for Student Affairs within the time allotted, the Vice Chancellor shall schedule an appointment at the earliest practicable date and at that time shall confer with the student, accompanied by counsel if the student so wishes, regarding the Committee's finding, decision, and determination of reinstatement conditions. If the Vice Chancellor affirms the Committee's decision, he or she shall notify the student of his or her decision, and instruct the Registrar to withdraw the student. On appeal from the student, the Vice Chancellor for Student Affairs may modify the reinstatement conditions.

IV. Reinstatement

A. Reinstatement from administrative withdrawal brought under the conditions of Section I.A.

1. Any student who has been administratively withdrawn under Section I.A may make arrangements with the Registrar for the resolution of the matter. Upon such a resolution satisfactory with the Director, the Director shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he or she was withdrawn shall be made by the instructor for each course involved.
2. A student who fails to resolve the matter in the semester during which he or she is withdrawn can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the University's withdrawal of the student.

B. Reinstatement from administrative withdrawal brought under conditions B or C of Section I.

Any student who has been administratively withdrawn under conditions B or C shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Vice Chancellor for Student Affairs where the Vice Chancellor has changed reinstatement conditions appealed by the student.

V. Administrative Withdrawal Review Committee

The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Registrar shall not be a member of said Committee except that the Director shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

Student Rights and Responsibilities

The University of Massachusetts Boston recognizes its responsibility to provide students with clear and accurate information about what is expected of them, and what their rights are, as students at UMass Boston. The documents published here should help to provide such information. The most complete source is the Student Handbook, distributed to students by the Dean of Students Office. Students seeking further clarification or discussion are encouraged to contact that office.

Code of Student Conduct

I Preamble

A. This Code of Student Conduct is applicable to any student enrolled in or accepted for any course or academic program, regardless of credits or competencies carried, at the University of Massachusetts Boston. Students who violate these or other regulations shall be subject to disciplinary action and the procedures described herein. These regulations are set forth to give students general notice of prohibited conduct; they should not be regarded as an exhaustive definition of misconduct or construed as a contract between the student and the University. The University reserves the right to take disciplinary action as set forth in the Code for the conduct of its students off-campus when such conduct constitutes misconduct, as defined in this code, and is serious in nature. The University reserves the right to amend any provision of this Code with appropriate notice to the campus community.

B. This Code is independent of any proceeding in civil or criminal law in which a student may also be held accountable. Disciplinary action at the University should ordinarily proceed despite the pendency of any other civil or criminal proceedings, and shall not be subject to dismissal solely because of the result of any such proceeding.

C. A student charged with misconduct under this Code shall have the rights of appeal provided herein. No sanction imposed under this Code shall be subject to a grievance or appeal under any other University procedure.

II Academic Dishonesty

The University defines violations of academic honesty to include, but not be limited to, the following:

A. Submitting an author's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author. This includes, but is not limited to, submitting unattributed published work, e.g. Material from a journal, newspaper, encyclopedia, etc. without proper acknowledgement.

B. Submitting as one's original work materials obtained from an individual or agency;

C. Submitting as one's own original work material that has been produced through unacknowledged collaboration with others.

D. Using any unauthorized material during an examination, such as notes, tests, calculators, etc.

E. Obtaining answers to examination questions from another person with or without that person's knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.

F. Submitting as one's own an examination taken by another person; or taking an examination in another person's place.

G. Gaining or seeking to gain unauthorized access to the computer files of a student or faculty member, or staff member, or altering or destroying those files.

III Misconduct

The University defines violations of proper conduct to include, but not to be limited to, the following:

A. Forgery, alteration, misuse, or destruction of or unauthorized access to official University records, documents, forms, or identification cards.

B. Furnishing of false or incomplete information to the University.

C. Disruptive conduct, such as any attempt to impair, interfere with, or obstruct the orderly operations of the University community, including:

1. Obstruction or disruption of teaching, research, or other academic or administrative activities.
2. Violence, threats of violence, disorderly, lewd, or indecent conduct on University property or at a University-sponsored or supervised function.
3. Trespass or unauthorized entry.
4. Unlawful assembly on University property or at a University-sponsored or supervised function.

D. Theft of or damage to University property or the property of others on the University premises.

E. Possession or use on University property or at a University-sponsored or supervised function of firearms or other weapons, fireworks, or chemicals of a dangerous or explosive nature, except as specifically authorized by the Office of Public Safety.

F. Manufacture, or attempted manufacture, or use, possession or distribution of narcotic or dangerous drugs or controlled substances, including but not limited to marijuana and lysergic acid diethylamide (LSD), except as expressly permitted by law. Please note: Conduct which is in violation of this code and which may have been influenced by the use of drugs or alcohol shall not in any way limit the responsibility of the student for the consequences of his/her actions.

G. Violation of campus policies on alcohol use.

H. Smoking or carrying lighted cigarettes, cigars, or pipes in areas posted against smoking.

I. Unauthorized possession, use, distribution, or duplication of any key or keys issued for a University building, laboratory, room, or facilitiy.

J. Failure to comply with directives of University officials or other public officials acting in the performance of their duties. Directives must be lawful and conform to University policy and may not abridge the rights of directed individuals. Also, officials must identify themselves prior to initiating said directives to all parties involved.

K. Hazing—defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person as set out in Massachusetts General Law c.269 section 17 & 18.

L. Use of the University Internet/Vax accounts for criminal or unauthorized purposes.

Student Rights and Responsibilities

M. [The University Policy on Sexual Offense] Unwanted sexual conduct including but not limited to a sexual offense and/or rape. A sexual offense may include, but is not limited to, any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent. However, given the seriousness of sexual offense complaints and the legal obligations of the University concerning such complaints, the following additional points concerning allegations of sexual offense need to be made:

1. Any student who believes he/she is the victim of a sexual offense, or any member of the University community who believes he/she is the victim of a sexual offense on campus, should report the offense as soon as possible to the Department of Public Safety. The Department of Public Safety provides specialized training to a number of officers, enabling them to deal in a sensitive and effective way with victims of sexual assault. The Department will assist a student who believes he/she is the victim of a sexual offense in notifying the appropriate law enforcement agencies if the student requests the assistance of such agencies. By law, the identity of sexual offense victims is kept confidential.

   The Department's primary concern in assisting victims of sexual offenses is to insure that they receive prompt medical and emotional treatment and support.

   Additionally, the Department makes available written information, speakers, and programs dealing with both the prevention and the aftermath of a sexual offense. Contact the Department of Public Safety for further information.

2. In addition to, or in lieu of taking action through the criminal justice system, victims may also pursue a complaint of sexual offense under the Code of Student Conduct. To pursue a complaint of sexual offense through the Code of Student Conduct, the complaint should be filed with the Student Affairs designee, as are all other complaints concerning violations of the Code of Conduct.

3. When a sexual offense complaint is filed with the Student Affairs designee, he/she shall follow the procedures outlined in the Code of Student Conduct with the following additions:

   a. The Student Affairs Designee will ensure that both the accused and victim of an alleged sexual offense have the right to advocates at each step of the process. As specified in the procedures on handling student misconduct, the student ... shall have the right to be accompanied by a member of the University community of his/her choice (except legal counsel) to act as an advocate on the student's behalf. (However, a student charged with conduct that is also the subject of pending criminal proceedings shall have the right to the presence of legal counsel for advice. This right shall NOT include the participation of counsel. This right to have an attorney present will also apply when, in the judgement of the Student Affairs designee, it appears likely that such charges will be filed. In either case, a student who elects to be accompanied by an attorney shall be required to give advance notice to the Discipline and Grievance Committee).

   b. The Student Affairs designee may, if it is considered necessary, provide a change of the victim's academic situation after receiving a complaint about an alleged sexual offense.

   c. Both the accused and the accuser shall be advised of the findings at each step of the process involving the adjudication of a misconduct complaint.

4. Sanctions for students found to have committed a sexual offense are those outlined for other types of misconduct up to and including expulsion from the University.

IV Procedures

A. Academic Dishonesty

1. A faculty member who suspects a student of academic dishonesty must inform the student in writing of that fact within ten business days after the discovery of the alleged violation. A copy of this letter must be sent to the office of the Dean of Students or his/her designee as well as the chairperson or graduate program director of the faculty member's department. Having been informed of alleged academic dishonesty, the student has the right to have a member of the UMass Boston community of his/her choice (except legal counsel) present in all proceedings to act as an advocate on his/her behalf. The faculty member shall offer to meet with the student to discuss the case. No longer than ten business days after informing the student of the alleged infraction, the faculty member may impose the penalties listed below for academic dishonesty (see Section VII, A). If the faculty member has not imposed a penalty within ten business days after having informed the student, the charges shall be considered dismissed.

2. Within ten school days after the imposition of a penalty or penalties, the student may submit an appeal in writing to the faculty member's departmental chair, program head, or graduate program director (GPD). The chair/program head should consult with the faculty member and the student to resolve the matter. If the problem is not resolved through consultation the student may request a hearing before the departmental chair, program head, or GPD. The student shall have the right to be accompanied at such hearing by a member of the University of his/her choice (except legal counsel) to act as an advocate on the student's behalf. If the student wishes to have an advocate from the University community but is unable to obtain one, the student shall be assisted in finding an advocate by the Student Affairs designee. The student (or advocate) shall have the right to present evidence and witnesses and to question other witnesses. Formal rules of evidence shall not be observed; any evidence having reasonably probative value as to a relevant fact may be admitted. No longer than ten business days after the hearing, the chair/program head shall make findings of fact and shall uphold or recommend modifications of the faculty member's decision, but may not him/herself reverse or modify that decision.

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3. Within ten business days after the chair/program head's action, the student may submit an appeal in writing to the dean or administrative head of the faculty member's college or other administrative unit. The dean/administrative unit head is encouraged to consult with the chair/program head, faculty member, and student. No longer than fifteen business days after the request for an appeal, the dean/administrative unit head shall uphold, reverse, or modify the decision of the faculty member. Such modifications may include the imposition of penalties beyond those within the faculty member's purview, including any of the penalties for misconduct (see Section V, B).
4. Within ten business days after the dean/administrative unit head's action, the student may submit an appeal in writing to the Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs will instruct the Discipline and Grievance Committee to conduct an investigation of the case and to report its findings to him/her within thirty business days after the request for an appeal. In hearing cases of alleged academic dishonesty, the Discipline and Grievance Committee will consist of no more than six members, a majority of whom will be faculty and two of whomwill be students. The Vice Chancellor of Academic Affairs shall appoint a member of the Committee to serve as the Chair. No longer than fifteen business days after the report of the Discipline and Grievance Committee, the Vice Chancellor for Academic Affairs shall uphold, reverse, or modify the dean/administrative unit head's decision. Such modifications may include any of the penalties for misconduct (see Section V, B).
5. Within ten business days after the Vice Chancellor for Academic Affairs' action, the student may submit an appeal in writing to the Chancellor. No longer than twenty business days after the request for an appeal, the Chancellor shall uphold, reverse, or modify the Vice Chancellor for Academic Affairs' decision. Such modifications may include any of the penalties for misconduct (see Section V, B). The decision of the Chancellor shall constitute final University disposition of the matter.
6. Failure of the relevant official to render a decision on any appeal submitted pursuant to paragraphs 2 through 5 within the time limits set forth therein shall be considered an affirmation of the penalty and the student shall thereupon be entitled to proceed to the next level of appeal, if any. In no case, however, shall a student's appeal proceed through two consecutive levels without a decision being rendered by the relevant University official.

B. Student Misconduct

1. All cases of alleged student misconduct shall be referred in writing to the person in the Division of Student Affairs so designated by the Dean of Students (herein referred to as the Student Affairs designee). Any member of the University of Massachusetts Boston community may refer to the Student Affairs designee alleged student misconduct. Any charges concerning alleged student misconduct must be referred in writing to the Student Affairs designee within one hundred and twenty (120) days of the occurrence of the incident. All other time limitations in these procedures may be extended by the parties by mutual agreement.
2. Within ten business days of the initial referral, the Student Affairs designee will give written notice to the student accused of misconduct of the charges being brought. This notice should include a description of the acts complained of, the time and place if known, and the person who brought thecharges. The Student Affairs designee shall also inform the student accused of misconduct that an investigation of the accusation(s) will be conducted, and provide that student a copy of the Code of Student Conduct.
3. Within ten business days of informing the student accused of misconduct, the Student Affairs designee shall commence an investigation of the accusation(s). This investigation may include interviews with the person(s) making the accusation, the student(s) accused of misconduct, and other relevant parties who may have knowledge concerning the accusation. Failure by any student to cooperate with the investigation of the Student Affairs designee, by failing to meet with the Student Affairs designee, or any attempt by a student to impede the investigation is, in itself, a violation of the Code of Student Conduct and may lead to sanctions outlined below.
4. Within five business days following the conclusion of the investigation, the Student Affairs designee shall make a finding concerning the accusation and inform the student accused of misconduct of that finding. The Student Affairs designee may:
   a. find in favor of the person(s) alleging the misconduct. In this case the Student Affairs designee may impose one of the sanctions listed below on the student committing the misconduct. The Student Affairs designee may also impose additional requirements on the student as he/she sees fit and as are relevant to the specific violation of the Student Code of Conduct.
   b. find in favor of the student against whom the accusation has been made. In this case no sanctions will be imposed and the case shall be closed.
5. Should the Student Affairs designee find that misconduct has occurred, the student accused of the misconduct has the right to appeal this finding. Within ten business days of receipt of written notice of the finding of misconduct, the student accused of the misconduct may request a formal hearing before the Discipline and Grievance Committee. Within five (5) business days of the receipt of the request for a hearing, the student will be informed that the request for a hearing has been received. The student will be sent a copy of the procedures by which the hearing will be conducted. In hearing cases of alleged misconduct, the Discipline and Grievance Committee will consist of no more than five members, at least two (2) of whom will be faculty and at least two (2) of whom will be students. The Discipline and Grievance Committee will be chosen by the Student Affairs designee from a pool of faculty, staff and students who have agreed to hear cases of misconduct. The student nominees for this pool will have been chosen by the SGA and GSA. The Dean of Students reserves the right to ask for additional nominees so that the pool may reflect the profile of the campus community.

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6. No longer than fifteen (15) business days following the request of a formal hearing, the Discipline and Grievance Committee shall hold this hearing. The Discipline and Grievance Committee shall have the right to question the student who is making the accusation, the student against whom the accusation is made, and any other persons the Committee considers relevant. The student accused of misconduct shall have the right to be a companied at the hearing by a member of the University community of his/her choice (except legal counsel) to act as an advocate on the students behalf. (However, a student charged with conduct that is also the subject of pending criminal proceedings shall in any hearing have the right to the presence of legal counsel for advice; this right shall not include participation of counsel in the hearing. The right of having an attorney present will also apply when, in the judgement of the Student Affairs designee, it appears likely that criminal charges will be filed. In either case, a student who will be accompanied by an attorney shall be required to give advance notice to the Discipline and Grievance Committee). The student (or advocate) shall have the right to present evidence and witnesses and to question other witnesses. Formal rules of evidence shall not be observed; any evidence having reasonably probative value as to a relevant fact may be admitted. This decision shall be made by the Chair of the Committee whose decision shall be final. Failure by any student to cooperate in the hearing process, or any attempt by a student to impede or disrupt the hearing process is, in itself, a violation of the Code of Student Conduct and may lead to the sanctions outlined below. The hearing will be closed to all persons other than those invited by the Chair of the Discipline and Grievance Committee. The hearing will be taped by the Chair of the Discipline and Grievance Committee. The tape shall be kept by the Student Affairs designee. All parties shall be informed that the hearing will be taped. All information, both verbal and written, exchanged in the hearing shall be confidential, subject to applicable provisions of the Fair Information Practices Regulations of the University and applicable state and federal laws.
7. No longer than ten business days following the conclusion of the hearing, the Discipline and Grievance Committee shall issue its finding and inform the student accused of the misconduct of that finding. The Discipline and Grievance Committee may:
   a. Uphold the finding and imposed sanction of the Student Affairs designee.
   b. Uphold the findings of the Student Affairs designee but impose a different sanction.
   c. Find in favor of the student accused of the misconduct and the case shall be closed.

   The finding of the Committee will be determined by a majority vote of the members. All members are required to vote; no abstentions will be permitted.
8. Should the Discipline and Grievance Committee find that misconduct has occurred, the student accused of the misconduct may submit an appeal in writing to the Dean of Students. This appeal must be filed within ten business days after the student has been notified of the finding of the Discipline and Grievance Committee. The Dean of Students shall review the facts of the case and, if he deems it necessary, conduct a further investigation. Failure by any student to cooperate with this investigation, or any attempt by a student to impede this investigation is, in itself, a violation of the Code of Student Conduct and may lead to sanctions outlined below. Within twenty business days after receipt of the appeal by the student accused of the misconduct, the Dean of Students shall issue his finding and inform the student(s) of that finding. The Dean of Students may:
   a. Uphold the finding and the imposed sanction of the Discipline and Grievance Committee.
   b. Uphold the finding of the Discipline and Grievance Committee but impose a different sanction.
   c. Find in favor of the accused student and the case shall be closed.
9. Should the Dean of Students find that misconduct has occurred, the student accused of the misconduct may submit an appeal in writing to the Chancellor. This appeal must be filed within ten (10) business days after the student has been notified of the finding of the Dean of Students. Any graduate or undergraduate student who has been given a penalty of expulsion or suspension from the University for more than ten days shall have the right, at the student's expense, to have the appeal statement drafted by an attorney. No longer than twenty business days after the request for an appeal, the Chancellor shall uphold, reverse or modify the Dean of Students' finding. The decision of the Chancellor shall constitute the final University disposition of the matter.

V. Sanctions

A. Academic Dishonesty:

Sanctions to be imposed by faculty members shall be one or more of the following:

1. Failure in the assignment in which the infraction occurred.
2. Failure in the course or failure in the certification of a competency in which the infraction occurred.

In addition, the faculty member, in cases in which academic dishonesty has been repeated, or is of an especially serious nature, may recommend to his/her dean/administrative unit head the imposition of additional penalties including those for misconduct. (see Section V, B).

B. Student Misconduct:

Sanctions to be imposed shall be one or more of the following:

1. Oral Admonition: The lightest form of disciplinary action.
2. Disciplinary Reprimand: An official written notice to a student that his/her conduct is in violation of University rules or regulations and will not be tolerated.
3. Disciplinary Probation: A more severe sanction than a reprimand. For the duration of a stated probationary period, the student must demonstrate willingness to comply with University rules or regulations or other stipulated conditions or requirements, which may include (but are not limited to) forfeiture of the privilege or participation in club or team activities or other University-based extracurricular activities.
4. Suspension from the University: Withdrawal from all divisions of the University for a period of time no shorter than the remainder of the semester in progress at the time the sanction is imposed. The period of time for which a suspension will be effective must be stated in writing to the student at the time of its imposition.
5. Expulsion from the University: Permanent separation from the University. An expelled student may not be readmitted to any of the University's academic units.
6. Restitution: The assessment of financial charges or other forms of recompense for any damage or loss incurred by the University or any members of the University community.

Student Rights and Responsibilities

In addition to the sanctions for misconduct listed above, the Student Affairs designee, Dean of Students, or Chancellor when appropriate may require the student to seek counseling as a condition of avoiding suspension or expulsion from the University. The case may also be referred to state or federal authorities.

In any instance where the continued presence of an individual on campus may pose a threat to his/her own well-being or to the rights or property of the University community, the Student Affairs designee may impose an interim suspension. This action is designed to prohibit the presence of the student on campus until the case can be resolved in accordance with prescribed campus procedures. This interim suspension is not entered on a student's record and does not affect the student's status except as described above.

Student Grievance Procedure

The University's grievance procedure for undergraduates is less formal than the Code of Student Conduct. Students who wish to register a grievance may directly contact the Office of the Dean of Students.

Student Right to Review University Records

Educational Rights and Privacy Act

In accordance with Public Law 93-38, the University wishes to inform all UMass Boston students of their rights to review their education records on file at the University.

This Act sets forth requirements designed to protect the privacy of parents and students with regard to access, review or release of records maintained by educational institutions.

The Act permits current or former students to review the following documents: permanent academic record, admissions, financial, placement, veteran's, counseling, advising and disciplinary records.

Access to these records may also be granted to faculty and staff, parents of a student listed as a dependent on Federal Income Tax returns, authorized federal or state officials auditing education programs, and accrediting associations.

The following records may not be examined: parents' financial records, medical, psychiatric or psychological records, personal files of faculty or administrative personnel, law enforcement records held by law enforcement officials.

Directory information may be released to third parties without the written consent of the student, provided the student has been given the opportunity to withhold all such disclosure. Directory information includes: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards conferred.

Procedure for gaining access to records: a request by a student for access to a record is made in writing to the office which maintains the record. Within 45 days the office must inform the student when the record will be available. Every office is also obliged to tell students, at their request, who else has had access to their record and why. The academic record is the only permanent record and is maintained in perpetuity. Medical records are retained by the Health Services Center for 30 years. Admissions records for all applicants must be held for three years.

If a student requests a copy of any part of his or her education record, either for personal use or for release to a third party, the student shall incur the cost of copying not to exceed $5.00.

Any questions and/or challenges concerning these matters should be addressed to the Dean of Students, Administration Building, Third Floor.

Student Rights and Responsibilities in Connection with Financial Aid

1. Students are expected to be prompt in applying for aid and in ensuring that support documentation is forwarded in a timely manner to the Office of Financial Aid Services. It is strongly suggested that students plan early.
2. Each student has a right to expect confidentiality and professionalism in the handling of his or her application for financial aid. This right is carefully protected by the staff of the Office of Financial Aid Services.
3. All students have the right to see all materials held in their folders within the Office of Financial Aid Services (the exception is the parent's confidential financial information, if the parent(s) or guardian(s) have specifically prohibited disclosure to the student). To do this, a student must meet with a Financial Aid Counselor. Members of the Office of Financial Aid Services staff, in exercising their responsibilities, also have the right to see a student applicant's folder. No other person has this right.
4. Every student has a right to a timely review and award notice, assuming the student has met the stated deadlines and requirements of the Office of Financial Aid Services.
5. Every student has the right to review his or her case with a professional counselor in the Office of Financial Aid Services.
6. If a student, after such review, remains unsatisfied with the analysis of need and the award of aid, he or she has the right to appeal to the Director of Financial Aid Services, the Financial Aid Advisory Committee, and ultimately the Dean of Enrollment Services.
7. It is the responsibility of students and parents to provide all data requested, honestly and completely. Falsification of records or withholding of information pertinent to a decision about aid may result in University action or, in cases where federal funds are extended, in penalties of law.
8. It is the responsibility of students to read all information carefully and completely, and to comply with the stated instructions at all times. Failure to do so will delay awards and may cause students to lose awards.
9. Every student is expected to comply with all laws and policies governing aid. This is particularly important in the area of academic enrollment: a fully-aided undergraduate student is expected to carry no fewer than twelve credit hours, or the equivalent, and a fully-aided graduate student is expected to carry no fewer than nine credit hours, or the equivalent. Each student is expected to attend classes and progress satisfactorily toward his or her degree.
10. All students must present their UMass Boston identification cards when picking up checks, obtaining confidential information, and keeping appointments with financial aid counselors. There will be no exceptions to this policy.

Student Right to Excused Absence Because of Religious Belief

An Act Excusing the Absence of Students for Their Religious Beliefs

In accordance with Chapter 151C, Section 2B of the General Laws of Massachusetts, the University wishes to inform students of their rights under this legislative provision of the Commonwealth of Massachusetts. This section states:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work re-

Student Rights and Responsibilities

quirement on a particular day shall be excused from any such examination or study, or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

University Policies on Affirmative Action and Sexual Harassment

Affirmative Action

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and other applicable Federal and State laws, the University reaffirms its commitment to a policy of non-discrimination and affirmative action.

Equal Employment Opportunity: The University pledges to make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the grounds of race, color, religion, sex, national origin, age, disability, sexual orientation, or other factors which cannot lawfully be the basis for an employment decision.

Any questions concerning this policy should be referred to the Director of Affirmative Action.

Sexual Harassment

Sexual harassment is unwanted sexual attention. As a form of sex discrimination, sexual harassment is a violation of federal and state law. It is the policy of the University of Massachusetts that no member of the University community may sexually harass another. For purposes of this policy and consistent with federal regulations, sexual harassment is defined as follows:

Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work, 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment.

It is the policy of the University to protect the rights of all persons within the University community by providing fair and impartial investigations of all complaints brought to the attention of appropriate officials. Any member of the University community found to have violated this sexual harassment policy may be subject to disciplinary action.

Any student or employee who believes that he or she is a victim of discrimination should contact the Director of Affirmative Action, at 617 287-5180.

The College of Arts and Sciences

College of Arts and Sciences

CAS: An Education for Life and Work

In many ways, UMass Boston's College of Arts and Sciences (CAS) is like arts and sciences colleges at other major universities throughout the United States. Here, at CAS, students can obtain a broad exposure to the full range of academic subjects. Here, too, students can pursue advanced undergraduate work in almost every academic discipline. Here, finally, undergraduate students work with a faculty that is actively contributing to knowledge through scholarly work.

CAS has some unusual qualities, however, that become evident when it is compared with other university-level programs in the arts and sciences. Our faculty gives great emphasis to undergraduate teaching, and most of our courses meet in sections of modest size with full-time members of the senior faculty. Our curriculum offers many opportunities for applied, occupational studies, so that students not planning to attend graduate school can develop useful skills while also obtaining a liberal education. Finally, we stress flexibility in our offerings: the curriculum is available to part-time as well as full-time students, and on both daytime and evening schedules.

New Initiatives

The College is currently working to enhance what it can offer students in several important areas. These include

New Majors in American Studies and Criminal Justice

The College of Arts and Sciences inaugurated two new majors in 1997-98. American studies is now offered as a ten-course major. Emphasizing the diversity of American historical and cultural experience, the major consists of five American studies courses and five more selected from a list of over 100 dealing with history, culture, art, literature, government, social and scientific thought, and issues of gender and ethnicity.

A major in criminal justice is now offered by the Sociology Department in collaboration with the College of Public and Community Service. The major provides training in criminology, substance abuse, race and ethnic relations, law and public policy, policing, corrections, and a range of other areas. The major requires eight courses, four electives, and a six-credit internship. Electives may be chosen from courses offered by departments and programs that include philosophy, political science, psychology, and women's studies. Students may also minor in criminal justice.

The Study in Philosophy and Law Program

Beginning in 1998-1999, the College of Arts and Sciences is offering a new Study in Philosophy and Law Program, which provides background in the philosophical and moral aspects of the law. This interdisciplinary program is administered by the Philosophy Department in collaboration with the Legal Services Center of the College of Public and Community Service. The program's curriculum comrises eight courses, four of them in the Philosophy Department, two in the Legal Services Center, and two chosen from among offerings in Africana studies, history, legal services, political science, and sociology.

Science and Mathematics

The last few years have seen a growing national concern with shortcomings in science literacy and quantitative skills in the general population, and with the country's needs for a technically skilled work force. CAS has responded to this concern by initiating plans to strengthen the role of science and mathematics course work in its general education curriculum. Our programs in these fields are comprehensive, offering a variety of opportunities, including participation in faculty research projects, for students interested in technically-oriented careers. Finally, working closely with the University's Undergraduate Teacher Education Program, we are placing special emphasis on preparing students to be science teachers at the elementary and secondary levels.

Environmental Studies

The College has recently developed an undergraduate program of study in environmental studies, which students may take in addition to their regular major. Participants can select either a scientific or a policy-oriented track. The program stresses cross-discipline foundation courses, case-oriented seminars, and participation in an internship program. It prepares students for careers in the expanding field of environmental professions and for further environmental study at the graduate level. Information is available from the office of the dean of the science faculty.

Diversity

In recent years many academic institutions have turned their attention to issues of human diversity within our pluralistic society in order to prepare students educationally for critical understanding of today's world. The composition of the student body and faculty at the University of Massachusetts Boston clearly reflects the diversity of the city, and the nation as a whole. The campus and the College represent a community dedicated to inclusion, civility, and the understanding and appreciation of individual differences. Among the College's many diversity-related programs, its curriculum makes diversity a part of every student's general education. To fulfill the diversity requirement, each student takes one or two courses that touch on a wide range of human diversity, including race, gender, class, sexual orientation, culture, (including national origin, ethnicity, and religion) age, and disability.

The CAS diversity requirement applies to all students in the College. The College requirement consists of two courses, one with a focus on diversity within the US, and one with an international focus. Students who enter UMass Boston with fewer than 60 transfer credits are required to take one course from each of the two categories. Students entering with more than 60 credits may take one course from either of the two categories. Courses meeting either the United States or the international portion of the diversity requirement are identified by a note following the course description.

The CAS Program

General Education: The first goal of a liberal education is to help students develop those skills, interests, and understandings that constitute the collective inheritance of our time and culture from the history of human civilization. Our general education curriculum pursues this goal by requiring beginning students to complete course work in six or seven broad areas of knowledge and to achieve the levels of proficiency in writing, thinking, and mathematical reasoning appropriate for advanced work in a university setting.

The Major: To insure that the breadth of learning developed through general education is balanced by in-depth understanding in at least one field, the College requires each student to complete a major program involving ten to twelve courses. Students should declare a major no later than the beginning of the semester immediately following the accumulation of 60 graduation credits. Transfer students who enter the University with 60 or more earned credits should declare a major during their first semester of residency. The major programs are designed to help students prepare for graduate school, for employment, or for thorough exploration of an area of personal interest. The College offers 37 major programs, some of which are interdisciplinary, and many of which contain a number of alternative tracks. Students wishing to develop major programs of their own design may do so with faculty guidance through a special individual major option.

Other Programs: In addition to general education courses and major programs, CAS provides students with a number of opportunities to pursue their interests through organized course sequences: minors within departments, interdisciplinary and career-oriented programs of study, and programs offering certificates. Such programs, taken through the elective portion of the curriculum, can add further coherence to the undergraduate experience. These offerings are listed in the section that follows, "A Guide to CAS Undergraduate Academic Offerings."

A Guide to CAS Undergraduate Academic Offerings

College of Arts and Sciences

The Faculty

The heart of any college is its faculty. The faculty of CAS is a group of men and women trained at the great universities of the world and actively engaged in scholarly research, many of whom have achieved national and international recognition in their fields. CAS faculty members have been honored by a wide range of professional organizations, have won such prestigious fellowships as Fulbrights, Guggenheims, Goulds, and Gettys, have been selected as Danforth Associates, and have been awarded numerous grants by both private foundations and such government agencies as the National Science Foundation and the National Institutes of Health. The pursuit of excellence in scholarship goes hand in hand with the pursuit of excellence in teaching—and the faculty of CAS is, above all, a teaching faculty. Unlike many institutions, at which much of the undergraduate teaching is done by graduate students and teaching assistants, CAS bases its curriculum on classroom instruction by its regular faculty. CAS students benefit daily, in lecture halls, seminar rooms, and laboratories, from the guidance of experienced and dedicated teachers.

Students and Student Life

CAS enrolls a student body broadly representative of the population of the Boston metropolitan area. In recent years nearly two-thirds of our students have come from the residential communities surrounding Boston, while another third have come from the public and parochial schools of the city itself. The College also enrolls a large number of students from other states and nations. Most of our students are contributing to the cost of their education by working, and many are financially self-supporting. A large percentage of our students are older than traditional college age; many are married and have families. Educators have recognized for years that students learn as much from each other as from their teachers, and we regard the diversity of our students as one of the great educational assets of CAS.

Student life at the College is enriched by a wide array of facilities and organizations that support extracurricular activities. In the Clark Athletic Center, students enjoy intramural as well as intercollegiate sports. There are opportunities to participate in plays, concerts, radio broadcasting, a student newspaper, a literary magazine, and a journal of multicultural issues. There are numerous clubs and organizations for students with interests ranging from politics to music to sailing. Most academic departments sponsor clubs that conduct programs related to students' academic interests. Since all our students are commuters, and many also work, life in CAS is not like life at a residential campus in a rural setting. Nevertheless, many at CAS do take advantage of these opportunities to join with fellow students in activities that enrich their educational experience.

Majors, Minors, Programs of Study, and Certificate Programs

CAS students have four different ways to focus their studies on academic areas that interest them. Undergraduate offerings are grouped into academic majors, minors, programs of study, and certificate programs. Some of these are housed in departments, while others are free-standing academic units. Majors may also be grouped together within one department (for example, the Department of Modern Languages), and some majors are offered by one or more departments (for example, the joint major in anthropology and history). Programs of study and certificate programs are open to both matriculated and non-degree students.

Academic Majors

An academic major provides an opportunity for in-depth study in a specific discipline, or in a combination of two disciplines. A major consists of at least ten courses.

American Studies (BA)
Anthropology/History (BA)
Anthropology (BA)
Art (BA)
Biochemistry (BS)
Biology (BS)
Biology-Medical Technology (BS)
Black Studies (BA)
Chemistry (BS/BA)
Chemistry (BS/MS)
Classical Studies (BA)
Classical Languages (BA)
Computer Science (BS/BA)
Criminal Justice (BA)
Earth & Geographic Science (BS/BA)
Economics (BS/BA)
Engineering
English (BA)
Engineering Physics (BS)
Ethical, Soc, Pol Philosophy
French (BA)
German Studies (BA)
History (BA)
Individual Major (BS/BA)
Italian (BA)
Mathematics
Music (BA)
Philosophy (BA)
Philosophy & Public Policy (BA)
Physics (BS/BA)
Political Science (BA)
Psychology (BS/BA)
Psychology/Sociology (BS/BA)
Russian Studies (BA)
Sociology (BA)
Spanish (BA)
Theatre Arts (BA)
Women's Studies (BA)

Academic Minors

An academic minor is a sequence of at least six courses in a field for which there is a major. At least a third of the courses in the minor are advanced. Minors are optional.

Anthropology
Biology
Black Studies
Chemistry
Classical Studies
Classical Languages
Criminal Justice
Dance
Earth & Geographic Science
Economics
English
French
German Studies
History
Italian
Music
Philosophy
Physics
Political Science
Psychology
Russian Studies
Sociology
Spanish
Theatre Arts
Women's Studies

Programs of Study

Programs of study are groupings of courses that offer significant exposure to a field of academic, often interdisciplinary study.

American Studies
Biobehavioral Studies
Biology of Human Populations
Creative Writing
East Asian Studies
Environmental Studies
European Studies
Irish Studies
Latin American Studies
Linguistics
N. E. Historical Archaeology
N.E. Prehistoric Archaeology
Study in Philosophy and Law
Pre-Medical Studies
Professional Writing
Public Policy
The Study of Religion
Science, Technology & Values
Women's Studies

Graduation Requirements

A Guide to CAS Undergraduate Academic Offerings

Certificate Programs

Certificate programs are groupings of courses that relate to a specific set of professional skills.

Alcohol and Substance Abuse Studies
Communication Studies
Computer Science
Environmental Studies
Geographic Information Technologies
Hydrogeology
International Relations
Technical Writing
Translation (Spanish)

Career-Oriented Applied Options

Many of the college's departmental and program offerings are organized so as to focus on specific career possibilities. These include:

Alcoholism and Substance Abuse Studies
Archaeology: New England Historical
Archaeology: New England Prehistoric
Biochemistry
Communication Studies
Computer Science
Corrections
Engineering
Engineering Physics
Geographic Information Technologies
Hydrogeology
International Relations
Management
Medical Technology
Professional Writing
Public Policy
Teacher Education
Technical Writing
Translation: Spanish (summer only)

The undergraduate curriculum of the College of Arts and Sciences is divided into three parts: preparation in general education, a major field of study, and electives to complement the breadth and depth of a liberal education. To insure that all students who are graduated from CAS have completed a rigorous and coherent course of study, the College has established the following requirements for the Bachelor of Arts degree:

General Education

General education is an important part of each student's work at CAS. The College's general education curriculum comprises three elements: the distribution requirement, the core curriculum requirement, and the writing requirements.

Please note: The distribution requirement and the core curriculum as described below replace the two sets of "core curriculum requirements" that were in effect from fall, 1979 to spring, 1988. With certain exceptions they apply to all students currently enrolled in the College. The present requirements, however, have been designed so that currently enrolled students can partially fulfill them with courses they have already taken. Please see "Adapting Previous Requirements," below, for details.

Please note: the distribution requirement for students majoring in engineering physics differs from what is described here. Please see the engineering physics section of this catalog for complete information.

1. The Distribution Requirement

   The distribution requirement asks students to distribute a total of 12 courses among six or seven broadly defined subject areas, each of which spans several different disciplines. The requirement is designed to insure that each CAS student develops a broad familiarity with the range of human knowledge. One subject area, for example, social sciences, includes courses from such disciplines as anthropology, economics, political science, psychology, and sociology. The seven distribution areas, and the common elements linking the disciplines within each, are described below.

   I. Courses in the arts focus on the creative process in such diverse expressive areas as architecture, literature, music, painting, sculpture, and theater, in order to promote an understanding of how artists perceive their universe and their place within it.

   II. Courses in historical and cultural studies examine, reconstruct, and interpret the human past, both historic and prehistoric, literate and non-literate, and explore a wide range of cultures and civilizations around the world.

   III. Courses in philosophical and humanistic studies examine methods of reasoning, and analyze social, ethical, religious, and political values and concepts, in order to apply such knowledge to human experience.

   IV. Courses in the social and behavioral sciences study the behavior of human individuals and groups, often applying the methods of science to the social environment, analyzing the world in terms of individual behavior, social interactions, and human institutions.

   V. Courses in the natural sciences seek an understanding, through experiment and application, of the laws that explain natural phenomena; they approach the human world through study of its natural elements, structures, and processes.

   VI. Courses in mathematics and computer languages study these self-enclosed symbolic systems whose analytic pleasures and practical uses extend our awareness of the nature and processes of human thought, and the manageability of the real world

   VII. Courses in foreign languages encourage an understanding of human thought, feeling, and culture through study of the structures, meanings, functions, and development of speech. Studying another language can improve students' command of their own, and contribute to an understanding of another culture.

   With a few exceptions (indicated by a "Z" prefix; for example "Art Z175"), almost all 100- and 200-level CAS courses of 3 or more credits are assigned to one of these seven areas, and thus count toward fulfilling the distribution requirement. *Of the 12 courses taken to meet the distribution requirement, a maximum of three may be counted in one subject area; a maximum of two may be counted in each of the other areas. Students have the option of eliminating one of the subject areas; in this case they would spread their 12 courses over six subject areas rather than seven. Students wishing to count foreign language courses as part of their distribution requirement must complete at least one semester beyond the 101 level.*

Graduation Requirements

Adapting Previous Requirements: CAS students who have taken any 100- or 200-level course presently assigned to a distribution area may apply that course—regardless of whether it previously carried a "C", "D", or "E" prefix, or no prefix—to the current distribution requirement. For example, a student who took Economics 208 in 1983 may count this course toward meeting the requirement, even though it did not qualify under previous core curriculum requirements, and was not assigned to a distribution area (in this case, social and behavioral sciences) until 1988.

2. The Core Curriculum Requirement

   The distribution requirement of twelve courses normally includes five "core courses," which are offered in four of the distribution areas: the arts, historical and cultural studies, philosophical and humanistic studies, and social and behavioral sciences.

   Core courses are identified by a "C" prefix in the course number (for example, Philosophy C108). Of the five required core courses, three must be at the 100 level, and the other two must be at the 200 level. Please note: No student may take more than five core courses. A core course emphasizes the nature of knowledge and the methods of investigation that characterize the disciplines within its distribution area. Core courses provide instruction and practice in such intellectual skills and habits of thought as analytical writing, critical thinking, quantitative reasoning, and research techniques. Students should ordinarily complete their core courses during their first two years of study, before they take the Writing Proficiency Examination.

3. The Writing Requirements

   The ability to use the English language for the effective presentation of ideas in expository prose is essential to success in university-level study. Therefore, the College asks students to satisfy two writing requirements: the freshman writing requirement and the writing proficiency requirement.

   The Freshman Writing Requirement: All CAS students must complete one year of Freshman Composition (English 101 and 102, or the equivalent), unless they are granted a waiver. Together, these two courses focus on the fundamentals of expository writing and the presentation of research. The results of the English Placement Test require some students to take English 010 before 101. As of fall, 1998, English 010 does not count for graduation credit.

   The Writing Proficiency Requirement: Both the overall design of the Core Curriculum and the materials and methods of individual C courses assist students in acquiring critical skills. Foremost among these is the ability to present ideas clearly, correctly, and persuasively in English prose. For this reason, the College requires students to demonstrate proficiency in writing by either passing a proficiency examination or submitting a satisfactory portfolio of papers before the beginning of the junior year. In order to fulfill the requirement, the student must write an acceptable essay based on 1) a set of readings and 2) a question designed to elicit evidence of both a thorough understanding of the readings and the ability to synthesize material, use evidence, draw inferences, and construct a well-organized response in good English. The examination is given twice a year, in January and June. The portfolio is an alternative method of demonstrating writing proficiency, consisting of three course papers, acceptable in length and topic and certified for authenticity, and one paper written especially for the portfolio on a topic distributed by the Core Curriculum Office. The portfolio may be submitted at any of the scheduled exam times and in October and March. In all cases, sign-up begins one month in advance of the examination date (or portfolio due date).

   This requirement holds for all students who entered CAS as freshmen in September 1978 or thereafter and for transfer students who entered CAS in January 1979 or thereafter. Students absent from the College for two or more years and readmitted since Fall 1985 must also pass the requirement. Failure to fulfill this requirement in a timely manner entails serious penalties, including mandatory restrictions of course schedule and suspension from the University. Please consult the Schedule of Courses booklet published every semester for exam and sign-up dates, and for a detailed description of the exam and portfolio and the regulations surrounding it. Further information about the Writing Proficiency Requirement, including sample exams and descriptions of courses designed to assist students in fulfilling this requirement, is available in the College's Core Curriculum Office in room 603 on the 4th floor of McCormack Hall.

   Please note that the Writing Proficiency Exam is not the same as the English placement test, which all students take on entering the College.

The Distribution Requirement and the Core Curriculum for Transfer Students

Transfer Students and the Distribution Requirement: For all transfer students, courses taken at other institutions will be given equivalency credit whenever possible, and will be assigned to the appropriate subject area, so that they can be counted toward the distribution requirement.

Transfer students who entered during the period from fall, 1985 through spring, 1988 are required to meet the core curriculum requirement as outlined above. Some of their transfer courses may count toward this requirement.

CAS students (and others subject to the CAS distribution requirement) who entered the University in fall, 1988, or thereafter, with fewer than 30 transfer credits, must satisfy the distribution requirement and the core curriculum requirement. Their five core courses must be taken at UMass Boston.

Those entering in fall, 1988, or thereafter, with 30 or more transfer credits must satisfy the distribution requirement, but not the core curriculum requirement. They are free to take up to three C100 and two C200 courses either as part of the distribution requirement, as electives, or as preparation for the Writing Proficiency Exam; however they are not required to take core courses.

The Core Curriculum Office

This office is responsible for administering the core curriculum and the Core Seminars, and the policies and procedures that govern the writing proficiency requirement, including the Writing Proficiency Examination or Portfolio. Faculty and staff in the Office provide assistance to students seeking information about these requirements.

The Major

CAS students must complete the requirements for one of the majors offered by the College, as described in the departmental listings in this catalog; or they may choose an individual major. Information on the College's individual majors curriculum appears later in this section.

Total Credits and Grade Point Average

CAS students must acquire a total of 120 credits to graduate, of which at least 30 must be earned at UMass Boston. No credits earned in ESL courses, with the exception of ESL 100D, may count toward graduation. As of fall, 1998, AcdSkl 033 and 034 do not count for graduation credit. As of spring, 1999, Math 110 does not count for graduation credit.

Students must maintain a cumulative grade point average of at least 2.0 in order to graduate. Individual departments may also have a GPA requirement for courses in the major. For more complete information on retention standards, see the "Academic Regulations" section of this publication.

Graduation Requirements

The Bachelor of Science Degree

CAS students majoring in biology, chemistry, computer science, earth and geographic science, mathematics, physics, or psychology, have the option of earning a bachelor of science degree. Specific departmental requirements for this degree are listed in each department's section of this catalog; all of them require students to take six semester courses in science outside their major discipline, in addition to completing all of the graduation requirements listed above for the bachelor of arts degree.

Waivers of Graduation Requirements

The Distribution Requirement: Students who present evidence, through placement scores or transcripts, of intermediate proficiency (equivalent to the fourth semester of college work) in a foreign language* will receive a waiver for two distribution courses in the foreign languages subject area. Native speakers of a language other than English are encouraged to apply for this waiver. Students granted a foreign language distribution waiver need to take only ten courses toward the distribution requirement.

Students who present evidence, through placement scores or transcripts, of work in mathematics equivalent to college calculus (Math 141) will receive a waiver for two distribution courses in the mathematics subject area. Students granted a mathematics distribution waiver need to take only ten courses toward the distribution requirement. Students granted waivers in both a foreign language and mathematics need to take only eight courses toward the distribution requirement.

The Writing Requirements: The freshman writing requirement may be waived for eligible students. Complete information is available at the Department of English. The writing proficiency requirement may not be waived.

* Students working toward the BS degree may be granted the same waiver for foreign language proficiency at the elementary level (equivalent to the second semester of college work).

Courses Involving More Than One Department

Cross-Listed Courses

A single course may appear in the catalog in the course listings of two different departments. Such cross-listed courses may be taken for credit toward the requirements of either or both departments, unless otherwise indicated. Cross-listed courses are designated by the prefix "L", and both departments are also designated. For example: Hist L160 (EASt L160) East Asian Civilizations I. This is an introductory-level course (160) and a cross-listed course (as indicated by the "L"), in history and East Asian studies. A single cross-listed course may not be taken more than once; i.e., a student who takes Hist L160 may not subsequently take EASt L160.

Humanities Courses and Interdisciplinary Courses

Some courses, though taught by faculty of specific departments, have a broader focus. Others are taught by faculty from more than one department. All these courses are listed either under Humanities or under Interdisciplinary Courses, which are separate sections of this catalog. The departments involved are listed in parentheses as a prefix to the course title.

Course Load for Full-time Students

Students may normally enroll for no more than five courses per semester. After a student's first semester, the student may take one additional course per semester under the following conditions:

1. the student's overall grade point average must be 3.0 (or above) or the student's grade point average for the previous semester must be 3.5 (or above); and
2. written permission must be secured from those the dean of the College has designated (associate or assistant dean for academic studies).

Office of Academic Support Programs

The Office of Academic Support Programs of the College of Arts and Sciences offers a comprehensive program designed to enable students to succeed in their studies. The focus of the program is on academic skills instruction and tutorials, but students are also invited to seek assistance through this office with any problems that impinge on their academic careers.

Academic Skills Instruction

All new students in the College of Arts and Sciences are given a series of tests to help them assess their academic readiness; they are then encouraged to participate in those programs which most clearly meet their needs. The Office of Academic Support Programs offers academic skills courses, non-credit workshops, and individual tutorials in general study skills, reading, writing, and mathematics. A Reading, Writing, and Study Skills Center and a Mathematics Resource Center are associated with the Office. Detailed descriptions, schedules, and locations for these offerings are posted in the Office of Academic Support Programs, and credit-bearing academic skills courses are described in the "Academic Skills Program" section of this publication.

English as a Second Language Center

The English as a Second Language Center serves students whose native language is not English. It offers intensive course work in listening and speaking, reading, grammar, and writing. It also helps orient students to the University, provides them with advising information, and monitors their progress. The Center is housed in the Office of Academic Support Programs.

Special Programs

The CAS Honors Program

The Honors Program in the College of Arts and Sciences offers the academically talented student special opportunities for enriching and stimulating work in close contact with the College's faculty. The program is open to incoming freshmen, to transfer students, and to those already enrolled in the College, whose demonstrated academic achievement is at a high level. The admissions process includes an interview and the submission of a brief essay.

The structure of the CAS Honors Program allows highly committed students to interact with one another; however, since they are also enrolled in non-honors courses, the program does not isolate them from the richness and diversity of the College as a whole. For complete information, see the "Honors Program" section of this catalog, or visit the Honors Program Office in room 431 on the 5th floor of McCormack Hall.

Honors and Academic Distinction

Besides the opportunities offered by the CAS Honors Program, and the awarding of the University's honors designations (see the "Academic Regulations" section of this catalog), the College recognizes academic achievement in several other ways:

- Students who achieve a minimum grade point average of 3.20 for nine or more graded credits in a semester are named to the Dean's List.
- Most major departments in the College have special provisions for Senior Honors, ordinarily based on some combination of research, a directed thesis or project, and an honors seminar.
- Each year the College recognizes seniors who achieve academic distinction in majors and programs, and also awards a number of named prizes at an Honors Convocation.
- The College elects students to membership in Alpha Kappa Delta (ΑΚΔ), the National Honorary Society in Sociology; Omicron Delta Epsilon (ΟΔΕ), the National Honorary Society in Economics; the National Honorary Society in History; and Sigma Pi Sigma (ΣΠΣ), the National Honorary Society in Physics.

Individual Majors Curriculum

The individual major special option is intended for students whose interests and goals make it advisable for them to set up an individualized program of study which differs from programs with standard requirements. The purpose of this academic option is to encourage exploration and the pursuit of individual interests and goals. A student may develop a major program from existing interdisciplinary concentrations or design a major program drawn from the offerings of several academic areas within the College. A student seeking admission to this option will be expected to prepare a proposal containing an articulation of his or her interests and goals and an explanation of the relationship between these goals and the courses the student intends to take.

The following guidelines have been developed for the implementation of the Individual Majors Curriculum:

GPA Requirement for Individual Major Option

Students must have a 2.5 Grade Point Average in order to apply for the Individual Major Option.

Format of Proposals

In consultation with his or her advisor the student will prepare a proposal which contains:

1. A selection of ten to twelve courses, at least six of which are at the 300 level or above, and one of which is designated in the proposal as a "methods of inquiry" course, designed to illuminate how different approaches to understanding fit together in the several disciplines to be studied.
2. A rationale for wishing to pursue an individual program of study.
3. An articulation of the student's interests and goals. If a student states professional or graduate school plans then the proposal should show an awareness of the academic prerequisites.
4. A consideration of the relationship between the courses selected and the student's goals.

Evaluation of Proposals

1. Each proposal must be submitted to the student's advisor. The advisor may approve the proposal as written, may reject it as inappropriate, or may return it to the student with a request to resubmit the proposal in revised form.
2. All proposals initially approved by advisors are transmitted by the Office of Academic Support Programs to the Senate Committee on Majors, Honors, and Special Programs for evaluation.
3. Proposals should be submitted to the Senate Committee on Majors, Honors, and Special Programs in the second semester of the sophomore year before the accumulation of 60 credits, either before November 1 in the fall semester or before March 1 of the spring semester. Transfer students' proposals may be submitted in the first or second semester of the junior year.

Preparation for Careers in Law and Medicine

The CAS curriculum provides special advising services as well as all the basic academic work necessary for students planning careers in law, or in medicine and the other health professions for which premedical courses in biology, chemistry, mathematics, and physics offer appropriate preparation. The College also welcomes participation in premedical studies by post-baccalaureate students—those with bachelor's degrees who wish to enroll in premedical courses as non-degree students. Further information about these studies for both matriculated and post-baccalaureate students can be found in the section of this publication on the Program in Premedical Studies and Health-Related Careers.

The University also conducts advising programs for students considering legal careers. Program advisors suggest appropriate courses and activities, and provide information about procedures for applying to law schools.

In past years, the percentage of UMass Boston applicants admitted to law and medical schools has been high. Interested students should contact the University Advising Center.

The Minor in Management

Students in the College of Arts and Sciences may take a minor in management through a program offered in cooperation with the College of Management. The purpose of this program is to permit students with a primary interest in one of the liberal arts disciplines to acquire skills and knowledge that will be of value in pursuing managerial careers. The minor is a sequence of six courses: Financial Accounting; Managerial Accounting; three of the following courses: Financial Management, Managing Organizations, Operations Management, Principles of Marketing; and one additional 300 or 400 level course. Admission to the minor in management program is competitive and by application only. Information about the program and prerequisites is available from the CAS Office of Academic Support Programs.

Special Programs

The 150 Credit-Hour Baccalaureate/MBA Program

This program is designed for CAS students who are interested in pursuing careers in management built on a solid foundation of study in a liberal arts discipline, and who are able and motivated to undertake an intensive and demanding course of study. For students in the sciences, the program could offer, for example, the prospect of strong preparation for the biomedical and health care industries; while those in the arts and humanities might be interested in working towards careers in marketing, production, or management. Participants receive the baccalaureate degree (either the BA or the BS) with a major in one of the CAS undergraduate disciplines, and the MBA degree from the College of Management. Those admitted to the program take a total of 96 undergraduate credits and 54 graduate credits for a total of 150 credit hours. This compares to as many as 177 credit hours if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. Interested students should inquire about the program as soon as possible. Admission to the 150 credit-hour program is competitive and by application only. Information about the program and prerequisites is available from the CAS Office of Academic Support Programs, and from the College of Management's Graduate Program Office.

CAS and Undergraduate Teacher Preparation

The University of Massachusetts Boston currently offers an undergraduate Teacher Education Program to meet the most current certification requirements of the Commonwealth of Massachusetts. All prospective teachers will complete a major in the liberal arts and sciences, many of them as students in CAS, and will also be enrolled in the Teacher Education Program. For more information, see the "Undergraduate Teacher Education" section of this publication.

The Engineering Program

For students wishing to major in this field, the CAS Engineering Program offers several options that make it possible for them to live and work in the Boston area while completing either two or three years of the course work required for the bachelor's degree in engineering. The program has been developed in cooperation with UMass Amherst, UMass Lowell and UMass Dartmouth, and UMass Boston has articulation agreements with these campuses as well as with many private area institutions.

Students admitted to the program who successfully complete the first two years are guaranteed admission to the School of Engineering at UMass Amherst and the Engineering School at Northeastern University to complete a degree in civil, electrical, mechanical, or industrial engineering.

For students wishing to study electrical engineering there are several additional choices. First, they may enroll in a collaborative degree program with UMass Lowell in which they complete three years of study at the Boston campus, spend the senior year at the Lowell campus, and receive the BS in electrical engineering from UMass Lowell. This curriculum includes a computing concentration component or a computing foundation component in addition to the standard electrical engineering sequence.

Alternatively students may chose to take selected third year electrical engineering courses at UMass Boston, offered through distance learning technology in collaboration with UMass Amherst, UMass Lowell and UMass Dartmouth, before transferring to another campus in the UMass system.

Finally, transfer agreements with local, private institutions have been established through which electrical engineering majors who complete the two-year program at UMass Boston may transfer to Boston University, Northeastern University, Tufts University, or the Wentworth Institute.

Engineering students who wish to complete their education at UMass Boston may pursue a degree in engineering physics. This discipline, a branch of applied science that emphasizes both engineering and physics, is a challenging general alternative to the more specialized undergraduate engineering curriculum. For complete information, see the Engineering Physics section of this publication.

Massachusetts Bay Marine Studies Consortium

The section of this publication on Interdisciplinary Courses describes several offerings sponsored by the Massachusetts Bay Marine Studies Consortium. The University of Massachusetts Boston is one of the founding members of this consortium, an association of nineteen greater Boston educational institutions and organizations. The Consortium was formed by educators committed to the encouragement of active, informed, and responsible public decision making. It promotes cooperation among the area's academic institutions; sponsors fully-accredited interdisciplinary courses that focus academic expertise on real world problems, and facilitates contact among those researching various aspects of marine studies. The Consortium also sponsors publications, meetings and public symposia.

Cooperative Education/ Internship Program

The Co-op/Internship Program places UMass Boston students in work assignments which relate directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom in practical work settings. For more information, see the University Advising Center section of this publication.

The Directions for Student Potential Program

Directions for Student Potential provides a pre-matriculation summer program for a selected group of students who lack the traditional credentials for admission to college, but who show promise of benefiting from a university education. It offers intensive workshops in reading, writing, mathematics, and study skills. Those students who successfully complete the program are admitted to the College of Arts and Sciences in the fall.

For Further Information

For detailed information about CAS academic programs, statements of requirements, and course descriptions, refer to the individual sections for departments, programs, and areas of study in the following pages. Those seeking information about the range of offerings each semester should speak with departmental or program advisors and consult the schedules issued by the Office of the Registrar.

Academic Skills Program

Staff

Mark Pawlak (Director), Dorothy Harris (Director, DSP), Susan Irvings (Director, Verbal Skills), Cynthia Jahn (Director, Tutoring), Ann Jenkins (Assistant Director, ESL Center)

The Programs

The Office of Academic Support Programs offers a series of courses that introduce students to the fundamental principles of college-level learning and give them intensive training in the use of those principles in their other courses. Two courses (AcdSkl 011, AcdSkl 022) introduce students to the basic elements of academic thinking; they provide training in the critical reading and analysis of texts drawn from courses across the liberal arts curriculum, and in the writing of academic papers. Two other courses (AcdSkl 033, AcdSkl 034) focus on helping students successfully learn quantitative material that they will encounter in various courses. Academic Skills 044 (Elements of Writing Proficiency), described below, is offered through the Core Curriculum Program, which administers the writing proficiency requirement.

Admission to the math skills courses (AcdSkl 033 and 034) is by placement test only. These courses earn semester credits but not graduation credit.

Verbal Skills

AcdSkl 011
Critical Thinking I
Critical Thinking I focuses on the fundamental intellectual skills of critical thinking, reading, and writing needed to succeed in college level studies. Using materials drawn from various disciplines in the college curriculum, students develop their ability to recognize and discuss ideas. By learning to relate generalization to supporting ideas and to identify the patterns into which ideas are structured, students gain practice in applying effective strategies for understanding college material.
3 Lect Hrs, 3 Credits (Pass/Fail only)

AcdSkl 022
Critical Thinking II
In Critical Thinking II, students gain experience in the processes of intellectual inquiry as it is practiced in the liberal arts and sciences. Through both oral and written presentations, they learn to analyze and interpret readings taken from college-level texts. They learn to distinguish the methods authors use in developing their ideas and the differences and similarities among perspectives of various authors, as well as to recognize implications and to question authors' purposes.
3 Lect Hrs, 3 Credits (Pass/Fail only)

Mathematical Skills

AcdSkl 033
Pre-Algebra Mathematics
This is a course for students who lack mastery of pre-algebra skills. The goal of the course is to help them develop a mathematical foundation that will prepare them to learn algebra. It provides students with a successful experience in understanding math in order to help them overcome fear and discouragement about learning quantitative skills; it familiarizes them with the real number system in order to help them understand how to perform the various arithmetic computations and the reasons why they work; and it helps them develop a strong foundation in the sorts of quantitative reasoning common to introductory social and physical science courses, for example reading and constructing graphs, using dimensional analysis, making precise measurements, and using formulas. In general, the course will help students develop problem-solving skills. The course covers whole numbers, fractions, decimals, percents, signed numbers, number bases, graphing, dimensional analysis, English and metric measurement systems, and applications of such formulas as perimeter, area, volume, averages, interest, and distance-rate-time.
*3 Lect Hrs, 3 Credits (*semester credits but not graduation credit) *(Pass/Fail only)*

AcdSkl 034
Fundamentals of Algebra
A course for students who never studied algebra in high school, or who studied it long ago or ineffectively. Introduction to algebraic notation and concepts so that students will be successful in math, and in introductory physical and social science courses. Development of successful study and test-taking techniques. Algebraic expressions— simplification, combination, and evaluation; linear equations—solving, graphing, and using them to solve word problems; exponents, scientific notation, and proportions.
Prerequisite: Math Placement Test only.
*3 Lect Hrs, 3 Credits (*semester credits but not graduation credit) *(Pass/Fail only)*

AS 044
Elements of Writing Proficiency
Designed for upper-level students who need further work on those critical reading and writing abilities necessary to complete the writing proficiency requirement. Intensive instruction and practice in comprehending and analyzing readings and in developing, organizing, and documenting essays based on readings. A conference with the associate director of the Core Curriculum Office is recommended before registering for this course.
Three credits awarded when the student passes the Writing Proficiency Exam or Portfolio. The course is taken pass/fail.
3 Lect Hrs, 2 Credits

Department of Africana Studies

Faculty

Jemadari Kamara, Associate Professor and Chair; Associate Professors Chukwuma Azuonye, Julie Winch; Assistant Professor Robert Johnson

The Department

The multidisciplinary and interdisciplinary academic field known as Africana studies or black studies seeks to explore in an orderly, systematic, and structurally integrated fashion the world of black experience. The broad educational purpose of the Department of Africana Studies at the University of Massachusetts Boston is to accumulate and disseminate a specialized body of knowledge about black experience in Africa, the West Indies, Latin America, Canada, and especially the United States. As a center of applied learning, the department will assist in preparing students for careers relevant to the development of the black community and to the rectification of social ills created in the country by individual and institutional racism.

Please note: The Department of Africana Studies was formerly known as the Department of Black Studies. As this publication went to press, the process of officially changing the designation of *black studies* courses and the *black studies* major to *Africana studies* was under way.

Requirements and Recommendations

The Major

The requirements for a black studies major are consistent with the concept of black studies/Africana Studies as a multidisciplinary plan of study designed to provide students with a wide range of knowledge and analytical skills, and with a firm grounding in an area of specialization such as history, the social sciences, or the humanities.

All majors are required to take ten courses in the department, to be selected according to the following guidelines:

I. One of the ten courses must be BlkSty 111, for all majors, and two other courses are highly recommended: BlkSty C101 and C110.

II. At least three of the courses must be at the 300 level or above.

III. Some of the ten courses may be taken outside the department, drawn from an approved list of related courses in other disciplines.

IV. Each student majoring in black studies chooses one of the following areas of specialization within the major: history, humanities, or social sciences. Students must take at least five of their ten major courses in their area of specialization, and at least one of their major courses in each of the other two areas.

For the purpose of meeting this requirement, courses are classified as follows (please note that the same course may belong to more than one area):

A. Courses in history:
BlkSty C101
BlkSty C110
BlkSty 102
BlkSty 108
BlkSty 111
BlkSty 220
BlkSty 230
BlkSty 250
BlkSty 310
BlkSty 335
BlkSty 340

B. Courses in the humanities:
BlkSty 100
BlkSty C101
BlkSty 110
BlkSty 111
BlkSty 230
BlkSty 260
BlkSty 270
BlkSty 290
BlkSty 301
BlkSty 302
BlkSty 440
BlkSty 444

C. Courses in the social sciences:
BlkSty C101
BlkSty 102
BlkSty 108
BlkSty 201
BlkSty 250
BlkSty 301
BlkSty 320
BlkSty 335
BlkSty 410
BlkSty 430

For the purposes of meeting this requirement, BlkSty 480 (Topics in African-American Studies), 488-489 (Senior Thesis I and II), and 498-499 (Honors Seminar I and II) may be used as applicable in any of the three areas of specialization.

V. Students in the history area must take, as one of their ten major courses, one of the following methods courses: BlkSty 335 (Black Nationalism Before Garvey), BlkSty 340 (Free Blacks in the Era of Slavery), Hist 481 (Seminar in American History), Hist 482 (Seminar in African History).

VI. Students in the social science area must take, as two of their ten major courses, a theory course and a methods course in one of the social sciences. Courses on the following list are approved for this requirement; students wishing to use other courses to meet the requirement should first seek the approval of the department chairperson.

Theory courses:

Econ 201 (Microeconomic Theory)
PolSci 454 (Recent and Contemporary Political Thought)
Sociol 341 (Elements of Sociological Theory)

Methods courses:

PolSci 230 (Introduction to Political Analysis)
Sociol 351 (Methods of Sociological Research)

Majors in black studies will be advised to supplement their work with recommended courses in other departments in order to understand the black experience within the broad framework of the world at large. Other requirements for black studies majors are consistent with general University requirements.

The Minor

Students may minor in black studies by taking six courses, selected according to the following guidelines:

I. All minors take BlkSty C110 and BlkSty 111.

II. All minors take four additional departmental courses above the 100 level; two of these must be above the 200 level.

Honors

Senior students with at least a 3.0 average will be given the opportunity to write an honors thesis under departmental supervision.

Transfer Credit Policy

The Africana Studies Department will accept up to 12 credits transferred from the black studies/Africana studies department of another accredited institution toward the black studies major, and 6 credits toward the minor.

Courses

BlkSty C101
Introduction to Black Studies
This course presents an overview of the experience of the black person in the United States. It seeks to explore the black American experience in a way that is orderly, systematic, and structurally integrated; and to convey an understanding of the cultural, historical, and political roots of this experience. The course focuses chronologically on major episodes through a study of some key institutions, movements, and individuals who have contributed to the history of blacks in America.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Department of Africana Studies

BlkSty C110
Black History I
An intensive study of the social, economic, and political history of black Americans from the slavery period through the Civil War, with particular emphasis on the social and cultural antecedents of black Americans, on Abolitionism and on the Civil War.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Winch

BlkSty 100
Introduction to Black Literature
This survey course examines the writings of some of the black Americans who have made unique contributions to the African-American literary tradition. The course explores these writings in terms of their sociohistorical context, making use of analyses of character, plot, and symbolism. It gives particular attention to the writers' roles as social critics. Among the writers whose work may be considered are Frederick Douglass, Jean Toomer, Zora Neale Hurston, Richard Wright, Leroi Jones, Ernest Gaines, George Jackson, Alice Walker, and Toni Morrison.
Distribution Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

BlkSty 102
The History of Black Education
A comparative study of the history of black education from earliest times to 1954. (Course offered in the fall only.)
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 108
Black Social Movements
Concepts of social movements as well as the appearance of social movements among black Americans in the nineteenth century. Examination of twentieth century black social movements, especially Marcus Garvey's movement, the Nation of Islam, the Civil Rights movement, and the Black Power movement. (Course offered in the spring only.)
Prerequisite: A course in sociology, political science, or African-American history.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

BlkSty 111
Black History II
An intensive study of the social, economic, and political history of black Americans from the era of Reconstruction to the present. Topics include the black man during Reconstruction, racism in America, and a critical examination of the variegated patterns of black response to American social conditions in the late nineteenth and twentieth centuries.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Winch and Staff

BlkSty 112
Black Religion Since 1900
This course identifies and discusses the growth of non-Christian religions, such as Islam and Black Judaism, and considers their significance in terms of pluralism within the black community. It also assesses and defines the birth, growth, and role of the black church, with its "black ideology," in relation to "white religion," to women, and to Africa, as well as to Third World countries. (Course offered in the spring only.)
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

BlkSty 120
Black Religion Before 1900
An in-depth study of the origins, development, and expansion of the black church, as well as an examination of its function as a pillar of strength for black Americans.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

BlkSty 150
African Images in Literature
This course examines the different ways in which African writers have represented the continent of Africa by focusing on their struggle to develop authentic forms and images. Through the reading of selected folk tales, novels, and poems from different African societies, participants consider such issues as the influence of colonialism on creative writing; the politics of African culture; race and class; the images and status of women. (Course offered in the fall only.)
Distribution Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

BlkSty 201
The Roots of the Black Family
An exploration of the social, economic, and religious issues affecting the black family. (Course offered in the fall only.)
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

BlkSty 220
Free and Slave in the New World, 1492-1888
A survey of African-American and Afro-Caribbean societies from the European settlement of the Americas to the abolition of slavery in Brazil. The geographical focus is on Canada, the United States, Mexico, Guyana, Brazil, Cuba, and the English-speaking Caribbean—primarily Trinidad, Jamaica, and Barbados. The course introduces students to the historical debate over the varieties of slave systems.
Prerequisite: Permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 225
The Origins of Caribbean Civilizations
This course explores Caribbean society from the Columbian era to the period of emancipation. Taking an interdisciplinary approach, it focuses on the foundations of Caribbean civilizations in the English-, French-, and Spanish-speaking areas of the region. Special emphasis is given to the rise of African Communities in the New World. (Course offered in the spring only.)
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

BlkSty 230
Black Women's History
This course introduces students to the major issues in the history of African-American women. Topics include the role of women in precolonial Africa, the slave trade, the female experience in slavery, free women, black women and religion, and the role of black women in the early twentieth century. (Course offered in the spring only.)
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Alexander-Ellis

BlkSty 250
The Civil Rights Movement
This course examines the American civil rights movement as it developed during the period from 1954 to 1965, and as it changed during the period from 1966 to 1986. The course assesses the roles played by individuals, movements, governments, and political leaders in the process of social change. (Course offered in the spring only.)
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

Department of Africana Studies

BlkSty L260 (AmSt L260)
African-American Folklore
This course examines the development and the significance of African-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is placed on both African survivals and Indo-European influences in these genres.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Azuonye

BlkSty 270
The Black Image on Stage, Screen and Television
The evolution and development of black characters and caricatures as they have been represented in theatrical and screen presentations. The material surveyed includes seventeenth and eighteenth century figures such as Caliban and Oroonoko; nineteenth century black stereotypes in minstrelsy and in post-bellum productions of Uncle Tom's Cabin; and twentieth century characters in stage, film, and television productions. (Course offered in the fall only.)
Prerequisites: Sophomore standing or permission of instructor.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 280
The African-American Experience Through Music
An analysis of the varieties of black music. The course also examines the African roots of black music.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 290
Introduction to Caribbean Literature
An introduction to Caribbean literature in the twentieth century with emphasis on its social and cultural origins, the forces that have shaped it, and its ideological function. Through the reading of literature from a number of different Caribbean islands, participants seek to understand the diversity of approaches to such issues as national identity, the nature of the self, history, and the status of women.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 301
Black Intellectual Thought
A survey course of the significant writings of black Americans from the period of Emancipation to the present, with special reference to issues concerning the educational, political, sociological, and psychological status of blacks in the United States. (Course offered in the fall only.)
3 Lect Hrs, 3 Credits

BlkSty 302
Martin and Malcolm X
An examination of the philosophical and ideological framework of Martin Luther King and Malcolm X. Their impact on black social movements, on modern American social and political life, and on the Third World is also considered. (Course offered in the spring only.)
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

BlkSty 310
Modern Caribbean Society
This course undertakes a descriptive and interpretive analysis of the growth of the modern English-speaking Caribbean society. Although the focus is specifically on the period 1918-1962, the class looks at that period in the historical context of colonialism and slavery in the new world (the Americas), and of the social and political attitudes shaped and derived from that period. Special attention is therefore given to the salient racial, social, political, economic, and religious issues that have significantly influenced and contributed to the complex social relations of present day Caribbean society.
3 Lect Hrs, 3 Credits

BlkSty 320
Problems in Urban Education
This course looks at the relationship between young people growing up in the cities and the efforts to reform urban schooling. The course examines the cultural, social, economic, and political dimensions of formal "education" in the city at the pre-college level. Questions posed include: What is education? Why educate? Who is educated in the city? What impact does urban education have upon its recipients and their families, culture, community? What is the relationship between urban education and the American social order? (Course offered in the fall only.)
3 Lect Hrs, 3 Credits

BlkSty 330
The Politics of Southern Africa
A study of politics in modern southern Africa. The nature and rise of national consciousness and the process of liberation in Mozambique, Angola, Zimbabwe, Namibia, and South Africa are explored. Also analyzed are the implications of the political process of southern Africa throughout the world.
3 Lect Hrs, 3 Credits

BlkSty 335
Black Nationalism Before Garvey
This course explores the theme of black nationalism and the question of racial identity in the period from the American Revolution to World War I. Topics include the emergence of "back-to-Africa" movements, black communities in Canada, resettlement in the French- and English-speaking Caribbean, the black response to white colonizers, the establishment of black utopian communities, and western migration during Reconstruction. (Course offered in the fall only.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

BlkSty 340
Free People of Color in the Era of Slavery
This course focuses on the emergence of free black communities in the United States from the early colonial era to the Civil War. Topics include the development of free and slave status, black involvement in the Revolution, the abolition of slavery in the North, the position of Southern free blacks, the growth of independent black churches, black abolitionists, the convention movement, and the response of free blacks to the Civil War. (Course offered in the fall only.)
Prerequisite: BlkSty C101 or C110.
3 Lect Hrs, 3 Credits
Ms Winch

BlkSty L350 (AmSt L350)
Race, Class, and Gender: Issues in US Diversity
This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. Focusing on race, class and gender as distinct but interlocking relationships within society, the course examines both the commonalities and the differences that different historical experiences have generated.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

BlkSty 360
Blacks in US Military History
This course explores the role of blacks in the military, and the impact of war on the black community, from the Revolutionary War to Vietnam.
Prerequisite: BlkSty C110; junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Africana Studies

BlkSty 410
Black Urban Politics
An examination of the dynamics of black politics in the urban setting. (Course offered in the spring only.)
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kamara

BlkSty 420
Race, Class, and Political Modernization
An exhaustive treatment of the evolution of the American socio-political system and the role and function of black people and Third World nationalities within that system. Special attention is given to the interplay between racial oppression and class exploitation as factors in the political process. (Course offered in the spring only.)
3 Lect Hrs, 3 Credits

BlkSty 430
Race and the American Legal System
This course focuses on the historical relationship between race and the American legal system. It examines the social forces and events that precipitated major court decisions and legislative enactments from slavery to the present. (Course offered in the spring only.)
3 Lect Hrs, 3 Credits
Mr Johnson and Staff

BlkSty 440
Post-Colonial Literature: Africa and the Caribbean
This course examines contemporary African and Caribbean literature in its historical, cultural, and intellectual context. Emphasis is on the ways different writers have attempted to develop new literary forms in order to create authentic images of their cultures and communities. The course also looks at the continuing influence of colonialism on the literary and social life of these communities. There is no prerequisite, but BlkSty 290 is strongly recommended. (Course offered in the spring only.)
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Azuonye

BlkSty 480
Topics in African-American Studies
Intensive study of special topics varying each year according to instructor.
Prerequisites: BlkSty C110 and junior or senior standing as a black studies major.
3 Lect Hrs, 3 Credits

BlkSty 484
Departmental Seminar
A dialogical examination of selected topics as they impinge upon segments of the black community. These topics are treated with a view toward solutions.
3 Lect Hrs, 3 Credits

BlkSty 488
Black Studies Senior Thesis I
Study in depth of a topic chosen by the student in consultation with an honors advisor, and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar. Honors are awarded on the basis of performance in the honors seminar, evaluation of the paper by the African-American Studies Concentration Committee, and 3.0 overall average.
Prerequisites: BlkSty 498 and 499 and permission of the department.
Hrs by arrangement, 3 Credits

BlkSty 489
Black Studies Senior Thesis II
See Black Studies 488.

BlkSty 498
Black Studies Honors Seminar I
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisites: 3.0 overall average and permission of the department.
3 Lect Hrs, 3 Credits

BlkSty 499
Black Studies Honors Seminar II
See BlkSty 498.

Alcohol and Substance Abuse Studies Program

Director

Professor Gerald Garrett

Administered through the Department of Sociology, the Alcohol and Substance Abuse Program (ASAS) offers a flexible curriculum in the study of issues involving alcohol and other drugs. Core courses emphasize theory and research, as well as providing opportunities to gain practical experience in the design and delivery of treatment, prevention, or educational services and to work in research and policy-oriented settings. Elective courses address a wide range of topics including the psychological and sociological aspects of alcohol and other drug abuse, substance abuse and the family, crime and criminal justice. Components in many courses focus on such special topics as HIV/AIDS, co-dependency, self-help recovery approaches, professional ethics in delivering treatment services, housing needs during after-care, employee assistance programs, traffic safety, drug testing, laws and legislation. Depending on student interests and career objectives, enrollment in a limited number of courses focusing on research, evaluation, and counseling is possible. Courses are offered during the day and evening in the fall and spring semesters, as well as in the Division of Continuing Education and during the summer sessions.

The ASAS program is designed for students now working in or planning to enter careers in substance abuse services, or in areas where a general understanding of alcohol and drugs is an important part of job performance, such as nursing and health care, management and administration, social work and human services, law enforcement and criminal justice, primary and secondary education, and youth services. The program is also relevant for students planning to pursue graduate studies in the social and behavioral sciences, as well as professional degrees in law, social work, nursing, and medicine. Faculty advisors work with students to develop a curriculum suitable to their educational and career objectives.

The program can also be used to fulfill in part the educational and practicum requirements of the Massachusetts Committee on Voluntary Certification of Alcohol and Drug Abuse Counselors, a private organization for certification of counselors working in prevention and treatment services. This organization and its certification process have no formal relationship to the ASAS Program or to the University. Students interested in this certification should contact the committee's headquarters directly to find out how ASAS course work can be applied to certification requirements.

The Program

The Alcohol and Substance Abuse Studies Program is offered as a program of study to all matriculated students, regardless of major, and as a certificate program to non-matriculated students. Matriculated students who elect ASAS as a program of study must do so through the Office of the Registrar. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

Sociology majors who elect ASAS as a program of study must complete required and elective courses in the program totaling 24 credits.

Majors in other departments and non-matriculated students who elect ASAS as a program of study must complete required and elective courses in the program totaling 18 credits.

Required courses (9 credits) include:

Sociol 367 (Drugs and Society (3 credits)
or 368 (Alcoholism: Etiology and Epidemiology) (3 credits)*
Sociol 469 (Alcoholism Agency Experience) (6 credits)

Students also take any three electives* (9 credits) from the following list:

Psych 200 (Personality) (3 credits)
Psych 215 (Abnormal Psychology) (3 credits)
Psych 349 (Developmental Disorders) (3 credits)
Psych 362 (Psychopharmacology) (3 credits)
Psych 420 (Principles of Psychotherapy) (3 credits)
Sociol 160 (Social Problems) (3 credits)
Sociol 261 (Social Deviance and Control) (3 credits)
Sociol 351 (Methods of Sociological Research) (3 credits)
Sociol 369 (Alcoholism: Treatment and Prevention) (3 credits)
Sociol 478, 479 (Independent Study) (variable 1-4 credits)

*Students may choose to take one of these as a core course and the others as electives.

With the approval of the ASAS program director and the course instructor, eligible students can also use the following graduate-level courses as ASAS electives:

Coun 632 (Rehabilitation of the Substance Abuser) (3 credits)
Coun 671 (Employee Assistance Programming) (3 credits)
Coun 672 (Substance Abuse and the Family) (3 credits)
Coun 673 (Substance Abuse Counseling and Therapy) (3 credits)
Coun 674 (Psychopharmacology) (3 credits)
Coun 675 (Organization and Administration of Treatment Facilities for Substance Abusers) (3 credits)
Sociol 623 (Research Issues in Criminology and Alcohol Studies) (3 credits)
Sociol 655 (Evaluation Research) (3 credits)

Transfer Credit Policy

No more than 3 credits from relevant course work earned at other accredited colleges and universities can be applied to ASAS requirements. Transfer credit must be approved by the program director. Students from the College of Public and Community Service may, with the approval of the program director, apply up to two competencies to ASAS requirements.

American Studies Program

Faculty

Lois Rudnick, Professor and Director; Professors Esther Kingston-Mann, Charles Shively; Associate Professors Thomas Buckley, Judith Smith; Assistant Professors Peter Kiang, Rachel Rubin; Adjunct Assistant Professor Michael Luck

The Program

The American Studies Program offers students the opportunity to explore the rich diversity of the United States—its peoples and their cultures. Students develop the kinds of broad historic and intercultural perspectives from which they can understand their own experiences—as well as those of other Americans—by studying literature and history; music, TV and film; such institutions as religion, family, politics and government; and social and scientific thought and belief-systems. The program gives special attention to racial, ethnic, gender, class and regional dynamics in the nation's past and present, and to the various forms of media and popular culture that shape and reflect them.

Requirements and Recommendations

The Major

The American studies major requires ten courses (30 credits). Five of these must be upper division and six must be American studies courses. The rest can be chosen from an approved list of some 100 related courses offered by other liberal arts departments and programs. Students can take up to two independent studies courses as part of their major. For students undertaking a double major, two related courses—including cross-listed coursed— from the other major can be counted toward the American studies major. The American studies major has a special track for students interested in receiving middle and high school social studies teaching certification. The American studies handbook provides complete information about this option and related courses.

Courses for the major are distributed as follows:

A. One required introductory course: AmSt 100 (American Identities)

B. Two discipline-based survey courses: Hist 265 (American History I) or Hist 266 (American History II); and Engl 230 (American Literature I), or AmSt 210 (American Dreams/American Realities).

C. Three "Modes of Analysis" courses chosen from among the following four areas:

1. *Historical analysis*: American Studies decades courses— C202, 203, 204, 205, C206, 208; AmSt 210 (American Dreams/American Realities); AmSt L311 (American Oral History); Anth 240 (Historical Archeology); Geog 290 (Historical Geography of the USA); Hist C120 (Unity and Diversity)
2. *Ethnographic analysis*: Anth 250 (Hunters/Gatherers); AmSt L270. North American Indians); AmSt L301 (Childhood in America)
3. *Literary analysis:* Engl 200 (Practical Criticism); Engl 320 (Autobiography); Engl 325 (Narrative in the Novel and Film); Engl 347 (Principles and Methods of Literary Criticism); Anth 368 (Myth in Cultural Context)
4. *Media analysis*: AmSt 101 (American Popular Culture); AmSt 215 (America on Film); AmSt 235 (Social History of Popular Music); AmSt 310 (T.V. in American Life); Art 265 (Film Analysis); Art 272 (History of Photography); PolSci 365 (Politics of Communication); WoSt 220 (Women and the Media)

D. Three Electives

To give coherence to their program of study, we encourage students to focus three of their elective courses within the major in one of the following areas:
1. *Literature and History*
2. *Media/Popular Culture Studies*
3. *Gender and Sexuality*
4. *Race and Ethnicity*
5. *The U.S. in the Global Community*

E. The Senior Capstone Project

The capstone, or final project requirement, can take a variety of forms that direct students to the most appropriate culmination of their major/minor studies in terms of their post-graduate plans: immediate entry into the work force, continued study in a graduate program, or teacher certification. Prerequisites for the capstone are junior-level standing and three American studies courses. Capstone options include:

1. *A 400-Level Research Seminar* is recommended for students who are interested in teaching and graduate study. An alternative is an independent study (AmSt 478, 479) that will lead to a research-based paper or project, under the sponsorship of an advisor.
2. *A Portfolio-based Self-Assessment of Student Learning* is recommended for students who are seeking teaching certification, which can be done through an independent study (AmSt 478, 479). This option requires students to do supervised reading on learning theory; to choose the items that best represent their work in the major, and to review and analyze their educational development in a narrative account. For American Studies majors who have achieved academic excellence in their major, and alternative is a supervised Teaching Apprenticeship in an introductory American Studies class, accompanied appropriate readings in pedagogy, and a substantial evaluation by the student of the course and his/her role in it.
3. *A Supervised Three- or Six-Credit Internship* is recommended for students entering the work force directly (AmSt 390, 391). Students should select an internship the semester before they wish to do one, in consultation with an American studies faculty advisor and the Office of Co-op and Internships. Students are evaluated for the Internship by their academic advisor, based on the reports of their work supervisor and their academic advisor's assessment of the work they have produced during the term. A six-credit internship is recommended for students engaged in a long-term (two-semester) work project; this project must result in a substantial piece of applied research (see the American studies handbook for complete details).

American studies majors who are doing a double major or a minor in related departments or programs are encouraged to take advantage of internship and field work opportunities in those fields.

The Minor

Requirements for the minor include:

A. Six courses (18 credits), three of which must be at the upper level, and three of which must be American studies courses.

B. One of the following discipline-based survey courses: AmSt 210, American Dreams/American Realities; Hist 265, American History I; Engl 230, American Literature I.

C. One 300-level and one 400-level capstone course.

D. Students can count one independent study course and one three-credit internship toward completion of the American studies minor.

It is recommended that students take three of the courses in one of the following five focus areas:
- *literature and history*
- *media/popular culture studies*
- *gender and sexuality*
- *race and ethnicity*
- *the U.S. in the global community.*

Students can count two related courses from their major toward their American studies minor.

American Studies Program

Honors and Awards

Students who wish to write an honors thesis must have a cumulative average of 3.3 in the major and an overall grade-point average of at least 3.0. They must take one 400-level research seminar and enroll in AmSt 498, where they work under the supervision of a faculty advisor. Each year the American Studies Program chooses a student with a strong academic record to receive the American Studies Book Award, which is presented at the Honors Convocation.

Pass/Fail Option

American studies majors and minors can take only one course pass/fail for their program of study.

Transfer Credit Policy

Students must take at least five of their American studies courses for their major at UMass Boston, and can transfer in no more than five courses to meet their major requirements.

Courses

AmSt C202
The Twenties
A study of the impact of World War I and the post-war social, economic, and political environment on selected issues of American life in the 1920s: the rise of social and political intolerance; the businessman as hero and antihero; the "lost" generation; the "New Woman" and the "New Negro."
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt C206
The Sixties
The course focuses on protest and the role of youth. Who protested and why? Was the phenomenon of the sixties an aberration or part of a larger radical tradition in America? What was the impact on the seventies? Readings are drawn from the works of participants in the student, black, feminist, and peace protest movements, from the intellectuals who defended and attacked them, and from the growing body of retrospective, analytic, and historical literature which attempts to explain what really happened in that tumultuous decade. Films are shown when appropriate.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 100
American Identities
"What is an American?" The subject of this course is how the diverse identities of North Americans are constructed, defined, and explained. Through a variety of resources—including historical sources, material artifacts, fiction, poetry, film, and music—students explore individual, family, community, ethnic, class, gender, and racial identities in relation to regional, national, and transnational identities.
3 Lect Hrs, 3 Credits

AmSt 101
Popular Culture in America
This course introduces students to the varieties of popular culture in America, including popular literature, live entertainment, radio, movies, and television. In-depth case studies of such particular forms of popular culture as humor and music are included. In class viewing and listening accompany case studies.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 200
Special Topics
Various specialized topics are offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 203
The Thirties
A study of American society and culture during the years from the Panic of 1929 to the attack on Pearl Harbor in December, 1941 using several kinds of evidence: the accounts of people who lived during the decade, the interpretations of historians, and the representations of artists, writers, and filmmakers. The objective of the course is to develop an idea of the main characteristics of American society and culture during the 1930s, a conception of the decade's significance, and an increased understanding of the processes of historical and cultural analysis and interpretation.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 204
The Forties
A study of the history and culture of the 1940s. The course focuses on the social, political, and scientific effects of World War II, rather than on the conduct of the war itself.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 205
The Fifties
The course considers the culture of the 1950s, including writers like Kerouac, Ellison, Hemingway, and Miller, and phenomena such as the Cold War, McCarthyism, and the "other-directedness" that supposedly dominated the period. The work of social scientists like Riesman and Galbraith is considered, as well as that of novelists and playwrights.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 208
The Eighties and Beyond
This course focuses on the 1980s as a window on the distinct historical and cultural era from the mid-1970s through the present. Topics include competing redefinitions of "public" and "public welfare," "family" and "family values"; the increasing visibility of conservative movements; different experiences of change in work; the economy; the cultural power of popular media.
Distribution Area: Historical and Cultural Studies.
Prerequisites: Engl 101 and 102
3 Lect Hrs, 3 Credits
Ms Smith and Staff

AmSt 210
American Dreams/American Realities: Men and Women in Society and Culture 1600-1860
Documents, diaries, letters, essays, fiction, and art, along with secondary historical and anthropological sources, are used to compare the dreams and realities of men's and women's lives in America from the first contact between European explorers and native Americans up through the Age of Reform (1830-60). Topics include visions of landscape and nature; contrasting cultures of Indians and Anglo-Americans; family and "women's place"; slavery; working class organization; and women's rights.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Rudnick, Ms Froines

AmSt 215
America on Film
This course focuses on the flowering of American cinema through decades of social, political, and cultural change. It examines both classic representations of "The American Experience" and films which challenge such classic representations. The relations between film and other arts, and between film, history, and ideology, are an ongoing concern.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
Prerequisite: Engl 102.
4 Lect Hrs, 3 Credits
Ms Dittmar

AmSt 220
War in American Film
To increase awareness of the role that convention plays within American film, this course investigates the development of a particular film genre across a fifty-year span of history and demonstrates how mainstream film production contributes to the maintenance of particular perspectives, values, and ideas.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

American Studies Program

AmSt L223 (Sociol L223)
Asian Minorities in America
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian-American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang

AmSt L225 (Sociol L225)
Southeast Asians in America
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang

AmSt L228 (Sociol L228)
Asian Women in the United States
Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experience of Asian women in the United States from 1850 to the present. Topics include the transformation of Asian women's traditional roles as part of the acculturation process; exclusion; changing roles within the Asian American family; resistance to oppression as defined by race, gender, class; and the continuing impact of international politics.
Prerequisite: AmSt L223 or AmSt L225 or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AmSt 230
American Humor
A survey of selected aspects of American humor from the nineteenth century to the present. The focus is on historical, social, and cultural contexts and meanings. The course explores tensions and protest as expressed through humor, particularly with regard to ethnic differences, sexism, racism, rural and urban world views, and the deflation of the pompous, official, authoritarian, bureaucratic, and rigid.
Prerequisites: Sophomore standing, English 102.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 235
The Social History of Popular Music
This course analyzes the social forces, technological advances, and multicultural influences that have contributed to the development of US popular music, including Tin Pan Alley pop, blues, country, rhythm and blues, rock 'n' roll, rock, soul, punk, disco, rap, and heavy metal. Popular music is treated as commercial mass culture and discussed as a social indicator. Extensive use is made of audio and video recordings.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Garofalo

AmSt 250
The Culture of War
This course examines the image of war and warriors produced in the US, with the aim of helping students develop specific skills in historical, cultural, and media analysis. The course treats four primary themes—the warrior nation, the enemy, other captives, and resistance and dissent—by looking at various cultural representations of the nature and purpose of war in American society.
Distribution Area: Historical and Cultural Studies.
Prerequisites: Engl 101 and 102.
3 Lect Hrs, 3 Credit

AmSt L260 (BlkSty L260)
African-American Folklore
This course examines the development and the significance of African-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is given to both African survivals and Indo-European influences in these genres.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AmSt L268 (Ital L268)
The Italian-American Experience
A study of the contributions of Americans of Italian descent to American civilization and of the interaction of the two cultures through works of fiction and non-fiction. Consideration of the regions from which the original immigrants came. Readings and discussions in English.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt L270 (Anth L270)
Indians of North America
An introductory survey of North American Indian societies and cultures. Emphasis is placed on the descriptive comparison of selected Indian societies, on their histories, and on problems in cross-cultural understanding. The course focuses on pre-twentieth century cultures and history.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Buckley

AmSt L276 (Anth L276)
American Indians: Contemporary Issues
This course offers an introduction to issues in the lives of modern native Americans. Recent history, reservation life, urban Indians, political and legal goals and conflicts, economic development, contemporary arts, and religious expression are investigated through case studies. The course is a continuation of Anth 270.
Prerequisite: Anth 270, or permission of instructor.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Buckley

Upper-level courses

Note: The prerequisite for upper level courses in American studies is junior standing or permission of the instructor. In addition, it is strongly recommended that students wishing to enroll in any upper-level course have completed one of the following: Hist 265, or Engl 230, or AmSt 210.

American Studies Program

AmSt L301 (Anth L301)
Childhood in America
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth-century industrialization and urbanization, and twentieth-century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; child enculturation among selected American Indian groups; child and family life among Hispanic Americans; the importance of gender as a variable in childhood experience; the growing importance of formal institutions such as schools, youth organizations, and medical institutions as environments for the young. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected contemporary policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Sieber

AmSt 310
Television in American Life
The American experience with television and its cultural, political, and economic implications. Topics include technological innovation, entrepreneurship, the changing cultural content of "prime-time" programming, and public broadcasting cable system capabilities.
3 Lect Hrs, 3 Credits
Mr Simonds

AmSt L311 (WoSt L311)
American Oral History
This course explores oral history interviewing, texts, and films, within the context of efforts to create a representative social and cultural history of the US. Students design individual or group oral history projects, to capture the experiences and perspectives of people formerly regarded as "unhistorical"—in particular, women, working class people, ethnic/racial minorities, and gays and lesbians. This course satisfies the research requirement for women's studies majors.
Prerequisites: Junior standing; one women's studies course, or one American studies course.
3 Lect Hrs, 3 Credits
Ms Humez

AmSt 312
Country Music and American Culture
This course examines the history and nature of American country music from an interdisciplinary approach, considering historical, social, economic, and cultural factors. The methods of folkloristic, literary, and musical analysis are employed to illuminate the broader contexts of this indigenous music in its relation to American cultural persistence and change, especially in the South. Topics include central themes, song types, and musical styles; the role of the mass media and the music business; the nature of residual oral tradition; the significance of evangelical religion and sacred song; and the contexts of rural life versus urbanization and industrialization in the twentieth century.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AmSt L315 (Engl L315)
Cultural Visions of the American Revolution
The course focuses on the American Revolution as the decisive cultural phenomenon of the 2nd half of the 18th century in America and on its shifting significance through the 19th and into the 20th century. Students read the works of Franklin, Jefferson, John and Abigail Adams, Mercy Otis Warren, Nathaniel Hawthorne, and Frederick Douglass, among others, and view art and listen to music related to the Revolution.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

AmSt 316
American Poets and Painters
This course pairs American poets and painters of the same generation in order to discover how they share thematic and/or stylistic concerns. In some cases, we know of direct connections between poets and painters (Whitman and Eakins, Frank O'Hara and Jackson Pollock); in others, it is possible to demonstrate affinities (Pound and Whistler). The course is conceived as one of exploration in which students play an important role in asking and answering central questions about the relations between poetry and painting.
3 Lect Hrs, 3 Credits
Mr Helms

AmSt 335
Music and Politics
This course treats popular music as a social indicator, examining the relationship between popular music and various social issues, problems, and movements. It is organized thematically, addressing such topics as racism, sexism, censorship, social change, consciousness raising, and the impact of globalization. The course draws on historical and contemporary readings at the intermediate and advanced levels. There is extensive use of audio and video recordings to explicate various themes and issues.
3 Lect Hrs, 3 Credits
Mr Garofalo

AmSt 340
Mexico and the United States
A study of the way North Americans have imagined Mexicans and Mexicans have imagined themselves. Representatives of Mexican social, intellectual, and cultural movements are examined along with North American visitors, writers, politicians, and commentators. Particular emphasis on women, indigenous and regional figures in four periods: Colonial, mid-19th century, early 20th century, and the present.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Shively

AmSt L349 (Hist L349)
The Cold War: Rise and Fall
The course focuses on the origins and development of the US image of the Soviet Union as "the Communist threat" and of domestic movements for social change as "Communist and Soviet-inspired." The course exposes students to Soviet and American images of each other at key points in their common history, with special attention to the Cold War era.
3 Lect Hrs, 3 Credits
Ms Kingston-Mann

AmSt L350 (BlkSty L350)
Race, Class, and Gender: Issues in US Diversity
This course deals with the interrelationship of race, class and gender, exploring how they have shaped the experiences of all people in the United States. Focusing on race, class and gender as distinct but interlocking relationships within society, the course examines both the commonalities and the differences that different historical experiences have generated.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

AmSt L372 (Engl L372)
American Women Writers and American Culture
This course examines the significant contribution that women writers have made to the creation and development of an American national literature and culture. Points of emphasis include studying representative writers from different historical periods; examining the structures, forms, themes, concerns, and cultural contexts of individual works, as well as tendencies; and examining the relation of women's writing to American culture.
3 Lect Hrs, 3 Credits
Ms Post

American Studies Program

AmSt L373 (Anth L373)
Men in America
An investigation into the meanings and practices of manhood in the contemporary United States as these emerge in various realms of experience—family, work, war, imprisonment, sexuality, aging, art, and others. The course uses biographies, autobiographies, and ethnographies in seeking to understand the diversity of masculinities; and consults anthropological and interdisciplinary theories of gender for further insight. Student research and writing are emphasized.
Prerequisites: Anth C100, Anth 103, AmSt 100, or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Buckley

AmSt L377 (Engl L377)
Irish-American Literature and Culture
Studies of Irish-American culture during that century between the great famine and the Kennedy presidency. Emphasis is given to the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill.
Prerequisite: Hist 265, or Engl 230.
3 Lect Hrs, 3 Credits
Mr O'Connell

AmSt 390
Internship in American Studies
Part-time experience in an appropriate business, government, public advocacy, or nonprofit institution, supervised by an on-site supervisor and an American Studies faculty advisor. Bi-weekly conferences with faculty advisor and written/audio-visual work required.
Prerequisites: Junior or senior standing; 2.5 average; permission of instructor; student must already have taken foundations and two other American studies courses.
3 Lect Hrs, 3 Credits

Research Seminars

AmSt L393 (Hist L393)
The Social History of American Women
This course provides a general social history of women in the United States and the institutions that governed their lives—the family, sexual and reproductive practice, child-raising practices, the social organization of work, and control over the means of production.
Prerequisites: One women's studies course and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

AmSt 398
Independent Study
Advanced students may conduct independent research under the supervision and guidance of members of the faculty.
Hrs by Arrangement, 1-3 Credits

AmSt 399
Independent Study
See AmSt 398.

AmSt 404
The New South, 1880-1980
The development and transformation of the South, perhaps this country's most distinctive region, the recent history of which has been marked by conflict with, and accommodation to, the American mainstream. The colloquium includes a review of Southern history, history since reconstruction, an examination of the key changes in class alignments and black-white relationships, and consideration of the "Southern novel." The course aims at a better assessment of the new political and economic realities which are making possible new "Articles of Conciliation" in the deployment of national power. Readings are from such works as Cash: *The Mind of the South*; Dubois: *The Souls of Black Folk*; Reed: *The Sociology of the South;* Sale: *Power Shift*; Key: *Southern Politics*; Silver: *Mississippi;* Franklin: *From Slavery to Freedom;* Woodward: *The Burden of Southern History*; Murray: *The Omni Americans;* Goodwyn: *Democratic Promise*; Bontemps and Conroy: *Anyplace But Here.*
3 Lect Hrs, 3 Credits

AmSt 405
The Immigrant Experience: Aliens and Anglo-Saxons in American Society, 1830-1930
Through letters, essays, autobiography, fiction, film, oral and written history, the course explores the historical and cultural issues raised by native-born Americans (Anglos) and immigrants (Aliens) who were involved during the late 19th and early 20th centuries in defining the sometimes agonizing process of becoming an American. Representative documents reveal a variety of conflicting views about the process and meaning of Americanization: from the defensive essays of Anglo-Saxon supremacists, through Jane Addams' sensitive witness of immigrant life, the letters, diaries and accounts of immigrants, and two of the most powerful pieces of immigrant fiction in American literature: *Giants in the Earth and The Rise of David Levinsky.*
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Rudnick

AmSt L416 (Engl L416)
Civil War Culture
This course is concerned with cultural responses to circumstances and events preceding, during, and following the Civil War. The course considers novels, short stories, eyewitness narratives by soldiers and war correspondents, commentaries, poems, and popular song lyrics by such writers as Harriet Beecher Stowe, Abraham Lincoln, Ambrose Bierce, Walt Whitman, Herman Melville, John W. DeForest, Harold Frederick, and Stephen Crane. Also to be studied are pictures by war artists (Winslow Homer and Alfred R. Waud), and war photographers (e.g., Mathew Brady), and commemorative sculpture including a Boston masterpiece by Augustus Saint-Gaudens. Special attention is given to the involvement of Bostonians, particularly Thomas Wentworth Higginson and Robert Gould Shaw, with regiments of ex-slaves and freeborn black troops, the latter being the famous Massachusetts 54th that trained in the Hyde Park section of Boston and fought so bravely in Charleston Harbor, South Carolina.
3 Lect Hrs, 3 Credits

AmSt L418 (Engl L418)
New England Literature and Culture
This course examines selected literary works and forces (historical, ecological, theological, ideological) that have shaped the creation of New England literature and culture from European contact through the contemporary period. Topics include Native American culture, Puritanism, immigration, ethnicity, nature, nationalism and regionalism, Transcendentalism, slavery, Abolitionism, "classic" literature, the city, place, women's writing, industrialization, and popular culture.
Prerequisites: Engl 200, 201, or 206
3 Lect Hrs, 3 Credits
Mr O'Connell, Ms Post, Ms Rudnick

AmSt 420
Special Topics
Various seminars in the study of American culture will be offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

American Studies Program

AmSt L421 (Engl L421)
The City in American Literature and Culture
An introduction to the concept of culture as a tool of interdisciplinary studies. The meanings of "culture," some alternative ways of defining and using it, and the effects of those uses are explored through specific texts about the city in general and Boston in particular. The course includes some of the following representative works: Lewis Mumford's *The Culture of Cities* (social philosophy), Oscar Handlin's *Boston's Immigrants* (social history), or Sam Bass Warner's *Streetcar Suburbs* (urban history), Henry James' *The Bostonians* (fiction), Herbert Gans' *The Urban Villagers* (urban sociology), and Martin Green's *The Problem of Boston* (culture criticism).
3 Lect Hrs, 3 Credits
Mr O'Connell

AmSt 425
Society, Politics, and AIDS
This upper-division research seminar is intended to provide students with an overview of the AIDS crisis in America. The examination is made from a comparative historical, sociological and political perspective, through lectures, films and class discussion. Students are assigned readings which provide the basis for class discussion and a foundation for developing individual research projects.
3 Lect Hrs, 3 Credits

AmSt 435
Music and 20th Century American Literature
An investigation into the meanings and practices of manhood in the contemporary United States as these emerge in various realms of experience—family, work, war, imprisonment. An exploration of relationships between literature and popular musical forms in twentieth-century American culture. Through a program of paired readings in fiction, essay, and poetry, and listenings in blues, Tex-Mex, country, rock and other genres, students consider the ways in which writers have invoked music formally, atmospherically, and thematically in their work. Uses biographies, autobiographies, and ethnographies in seeking to understand the diversity of masculinities; and consults anthropological and interdisciplinary theories of gender for further insight. Student research and writing are emphasized.
Prerequisites: 2 American studies courses or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms Rubin

AmSt L436 (Art L436)
The American Suburb
This course traces the history of the American suburb during the nineteenth and twentieth centuries, emphasizing the changing social and physical character of suburban development. It investigates the relationship between design and society through the study of such topics as the nature of domesticity, the technologies of housekeeping, the impact of the automobile, and the suburb in the American imagination.
Prerequisite: Junior standing or one art history course at the 300 level.
3 Lect Hrs, 3 Credits
Ms Stieber

AmSt 498
Honors
To be eligible for honors work in American Studies a student must be doing a concentration or major in American Studies and must have a cumulative average of at least a 3.3 in the program, and an overall grade-point average of at least 3.0. The student defends the Honors project with the help of an American Studies faculty advisor and enrolls in AmSt 498-499.
3 Lect Hrs, 3 Credits
Ms Rudnick and Staff

AmSt 499
Honors
See AmSt 498.
3 Lect Hrs, 3 Credits
Ms Rudnick and Staff

Graduate Courses

AmSt 601
Introduction to American Studies
This course focuses on interdisciplinary methods by comparing the ways different disciplines approach the study of American culture. It introduces students to the history of American studies as a field, to the questions explored in greater depth in the other core courses, and to contemporary intellectual debates within the field. Readings are chosen to enable students to compare the questions asked and the methods and evidence used by scholars in the fields of social and cultural history, literary criticism, the new historicism, and cultural studies.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

AmSt L602 (Hist L602)
Historical Sequence I: American Society and Political Culture: 1600-1865
This course follows the evolution of American society and political culture from the colonial period to the Civil War. The concept "political culture," as used here, embraces institutions, public behavior, and above all, attitudes—beliefs, values, expectations, fears—regarding the distribution and exercise of political power. Two momentous events, the wars for independence and for union, are major course milestones at which the development of political culture is assessed from the perspective of different social groups, including leaders, artists, writers, women, workers, and slaves. A central theme is the interplay between regional divergences and national convergences. Thematic questions running through the course are: Did a common political culture emerge? Who was included, who excluded? Was American political culture distinctive?
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Quitt

AmSt 603
Historical Sequence II: Modern Political, Social, and Cultural History
This course focuses on the emergence of modern American society, culture, and politics from the post-Civil War era through the Great Depression, with emphasis on the following topics: the ideologies of modernism, progressivism, and socialism and the political, economic, and social forces that constitute modernity; innovations in politics, the arts, and the social sciences and their relationship to new technologies and the labor practices of industrial capitalism; the labor movement's struggle for industrial democracy; the emergence of feminism and civil rights.
Prerequisites: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Rudnick

AmSt 604
Gender and Sexuality in US History and Culture
This course explores the historical construction of gender and sexuality in US social and political culture of different eras, through current historical scholarship, primary documents, and such cultural representations as literature or film. How are conceptions of manhood and womanhood, of heterosexuality and "deviant" sexualities shaped and reshaped in response to historical forces, and linked to concepts of race and class? How are dominant definitions contested?
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Humez

Department of Anthropology

American Studies Program

AmSt 605
Ethnicity, Race, and Nationality
This course explores the construction and maintenance of ethnic, racial and national identities in the United States in the 19th or 20th centuries. Students draw on interdisciplinary readings in anthropology, art, history, literature, popular culture, religion, sociology, and other fields. They learn to analyze various types of texts containing implicit and explicit expressions of ethnic, regional, and national identities. Case studies furnish material to examine the construction and maintenance of a national identity and to give students experience in the methods and approaches used in American studies.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Shively

AmSt 606
Studies in Popular Culture and Technology
This course focuses on changing definitions of culture and methods of cultural studies; the changing meanings of "folk culture," "mass culture," and "popular culture"; and the changing dynamics among technology, the media, and culture. Topics for readings and discussion may include the relations between changing technologies and the activity of audiences in shaping commercial popular culture; the social and economic context of technological innovation; the cultural imperatives of technological change.
Prerequisites: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits

Faculty

Michael F Gibbons, Jr, Associate Professor and Chair; Professors Frederick C Gamst, Alan Harwood, Barbara E Luedtke; Associate Professors Thomas Buckley (on leave, spring 1999), Reza Fazel, Lawrence S Greene, Stephen Mrozowski, R Timothy Sieber, Michiko Takaki; Associate Professor Judith Zeitlin

The Department

Anthropology is the systematic study of the nature of human beings—as animals, as social beings, and as creators and users of symbols. This department's curriculum offers introductory, intermediate, and advanced courses in the four fields of anthropology: sociocultural anthropology, linguistic anthropology, biological anthropology, and archaeology. Through these courses, majors and non-majors alike may investigate the origins and evolution of the human species and the wide range of human adaptive techniques (patterns of culture) exhibited by peoples in all regions of the globe, from the dawn of the Paleolithic to the present.

Requirements and Recommendations for the Major

Introductory Courses

All majors are required to take a minimum of ten courses in the department, to be selected according to the following guidelines:

I. Introductory Courses: Anth 102 (Introduction to Archaeology and Biological Anthropology) and Anth 103 (Introduction to Cultural Anthropology). One or the other of these is prerequisite to many related, advanced anthropology courses; ordinarily they should be taken during the freshman or sophomore year. Anth C100 may be counted toward the major only by those students who have taken the course before declaring their major. These students may substitute C100 for 103 with the permission of their faculty advisor. In any event, only two 100-level courses may count toward the major.

II. One course in Sociocultural Anthropology: either Anth 350 (Elements of Social Organization) or Anth 351 (Evolution of Culture) or Anth 363 (Cultural Ecology).

III. One course each from two of the other fields (total of two courses):

A. Linguistic Anthropology: Anth 281 (The Structure of Human Language) or Anth 285 (Language and Culture);

B. Biological Anthropology: Anth C210 (Biosocial Bases of Human Behavior) or Anth 211 (Human Origins) or Anth 212 (Human Variation) or Anth 310 (Primate Behavior) or Anth 316 (Nutrition, Growth, and Behavior);

C. Archaeology: Anth 233 (Old World Prehistory),or Anth 234 (New World Prehistory) or Anth 240 (Historical Archaeology), or Anth 241 (Archaeological Method and Theory).

These courses are designed to introduce the student to basic concepts in each field and ordinarily should be taken before more advanced courses.

IV. Five courses beyond the introductory level, consisting of three from one field and two from another. Courses taken to fulfill requirements II and III above may also count toward this requirement.

For purposes of meeting this requirement, courses are classified as follows:

1. Sociocultural Anthropology:

a. Courses in social institutions:
Anth 350
Anth 351
Anth 356
Anth 366

b. Courses in cultural types:
Anth 250
Anth 252

c. Topical courses:
Anth 258
Anth 260
Anth L276
Anth L301
Anth 357
Anth 358
Anth 363
Anth 367
Anth 368
Anth L373
Anth 670

d. Courses in method and theory:
Anth 352
Anth 483
Anth 488
Anth L675

e. Courses in cultural areas of the world:
Anth L270
Anth C271
Anth C272
Anth C273

No more than two of these area courses may be counted toward the major.

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2. Linguistic Anthropology:
   Anth 281
   Anth 285
   Anth 385
   Anth 486
3. Biological Anthropology:
   Anth C210
   Anth 211
   Anth 212
   Anth 310
   Anth 313
   Anth 316
   Anth 317
   Anth 410
   Anth 412
   Anth 484
4. Archaeology:
   Anth 230
   Anth 233
   Anth 234
   Anth 240
   Anth 241
   Anth 332
   Anth 336
   Anth 485
   Anth 615
   Anth 625
   Anth 650
   Anth 665

Other Requirements

To complete the major, eight courses beyond the introductory level must be taken (of which three must be at or above the 300 level) and a grade point average of 2.0 or better attained in the major by the time of graduation.

With the exception of a few special courses (Anth 478, 479, 483, 484, 485, 486, 490, and 491), anthropology courses may be taken pass/fail for credit toward the BA degree. Courses taken pass/fail, however, with the exception of Anth 483, 484, 485, and 486 may not be used to satisfy requirements toward the anthropology major except when taken prior to declaring the major.

Options for Pursuing Special Interests

The anthropology major curriculum offers considerable elective choice, allowing students to sample widely from the diverse subfields and specializations within anthropology. One important feature of studying anthropology at the undergraduate level is that it permits a broadly-based exposure to the field.

Sometimes, however, undergraduate students find that their interest in anthropology is taking a very specific direction. The department is eager to assist such students. Anthropology courses do in fact fall into a number of specific interest areas, any of which can provide a central point around which students can organize their studies. These clusters of interest include, among others:

- Anthropology and Contemporary Social Issues
- Applied Social Anthropology
- Archaeology/Prehistory
- Biological Anthropology/Human Evolution/Biosocial Bases of Behavior
- Culture and the Life Cycle/Human Life Span
- Linguistics/Symbols in Culture
- Medical Anthropology/Cultural Factors in Health and Illness
- Native American Issues

For specific courses and more information, please see the Department Guide to the Major, available at the Department Office.

Joint Major in History and Archaeology

Students with an interest in American historical archaeology may elect the joint major in history and archaeology, which is designed to provide students with a cohesive program of archaeological and historical study in the cultures of America. The breadth of this major prepares students for careers in historical archaeology and for graduate study in the field. Students in this joint major will follow an integrated program of study in history and archaeology according to the following guidelines:

I. A total of 14 courses is required as specified below.
   A. All students must take the following basic courses: Anth 102, Anth 240, Anth 241, Hist 112, Hist 265, Hist 266, and Hist 480 or 481.
   B. Students must choose one course from each of the following lists: American History: Hist 370, 371, 372, 374, 375, 376, 377, 394, 395

      European History: Hist 310, 313, 321, 329, 331, 334, 339

      Ethnographic Analysis: Anth 252, 350, 380

      History of Other Cultures in America: Hist 152, 153, 355, 356, 373, 482

      Anthropology of Other Cultures: Anth 234, L270, C272, C273, 274, 332

      Material Culture: Hist C121, C122; Art C230, 254, 262, 326, 330
   C. Students must take one additional practical course in historical archaeology. This may be an anthropology independent study course, an internship, or a field research course.

II. Courses are also recommended in American historical literature, pre-seventeenth century European history, and cultural ecology, for students interested in these related areas.

III. Each student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done prior to taking courses in either department, but should come close to the beginning of the student's stay at UMass Boston. This planning does not require departmental approval so long as both advisors concur in their judgment of the program's viability, and so long as the requirements are satisfied. Any waiver of the requirements for the joint major, however, requires the approval of both the Anthropology and History Departments.

Note: The joint major in history and archaeology is not to be construed as a double major. In a double major a student must fulfill the major requirements of both departments, while in this joint major fewer courses, in another pattern, are required.

Honors

Departmental honors involve an intensive two-semester program of individual research conducted under the direction of a member of the department and leading to the presentation of an honors paper. Requirements for honors candidacy include: senior standing; at least four upper-level courses in anthropology; a 3.5 GPA in the major, a 3.0 overall GPA; and the sponsorship of an honors advisor from among the department faculty. Qualifying students enroll in Anth 490 and Anth 491 during their senior year. Honors research is evaluated by a committee of three faculty members, including the honors advisor. For further details, consult the department's guide for majors.

Requirements and Recommendations for the Minor

Scope

The minor in anthropology provides students who major in another discipline with an anthropological perspective to complement their major area of study. This holistic, evolutionary, and comparative viewpoint can be applicable to many disciplinary and preprofessional majors that focus on aspects of human culture and biology.

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Requirements

Students may minor in anthropology by taking six courses in anthropology. Minors must take both Anth 102 and Anth 103, as well as four additional courses, at least two of which must be at the 300 level or beyond. Anthropology C100 may be counted toward the minor only by students who have taken the course before declaring the minor. Only two 100-level courses may count toward the minor. No pass/fail courses may be counted. Students must achieve a minimum GPA of 2.0 in the program for successful completion.

Possible areas of focus for a minor in anthropology might include Linguistics/Symbols in Culture, Medical Anthropology/Cultural Factors in Health and Illness, Culture and the Human Life Cycle, Native American Cultures, Survey of World Cultures, Anthropology and Social Issues, Biological Anthropology, and Archaeology/Prehistory. For further details concerning suggested topics and areas of focus, see the departmental minor brochure.

Transfer Credit Policy

At least five of the eight upper-level courses required for the anthropology major must be taken at UMass Boston, but additional anthropology courses may be transferred for general University credit toward the BA degree. Students must petition the departmental curriculum committee to transfer courses for credit toward the major. One upper-level course may, with departmental approval, be applied toward requirements for the minor.

Graduate Courses in Anthropology

Undergraduates may take graduate courses for which they have completed the prerequisites by permission of instructor only. For any further information concerning the graduate program please call or write the Associate Graduate Program Director for Historical Archaeology, in the Anthropology Department.

Courses

Anth C100
Culture and Human Behavior
Our own daily behavior is often taken for granted as rational or logical, while the behavior of other groups is often seen as "strange" and incomprehensible. Looked at closely, however, the apparently strange behavior of others may become more understandable, while our own behavior may seem less rational and less ordinary. Focusing comparatively on contemporary America and non-Western societies, this course examines selected human activities, such as eating, play and sport, and making a living. The aim is to learn how the concepts and methods of sociocultural anthropology, as one of the social and behavioral sciences, help us understand human behavior, both our own and that of people in other times and places.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Anth C210
Biosocial Bases of Human Behavior
This course is an introduction to the various methods and approaches by which we study the biological nature of human beings. It applies anthropological, biological, and psychological data and methods to the understanding of our biological nature and heritage. The focus of the course is on the way evolution has shaped human behavior through the interaction of culture and biology. (Course offered in the spring only.)
Prerequisites: Anth 102, or permission of instructor; sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth C271
Peoples and Cultures of the Middle East
An examination of historical and sociopolitical forces in the formation of the contemporary Middle East; the cultural, ethnic, and economic diversity of modern nation-states in this region; neo-colonialism and imperialism as persisting obstacles to development and progress in this part of the world; and the role of Islam in reformist and revolutionary movements.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Fazel

Anth C272
Peoples and Cultures of Africa
An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization. (Course not offered 1998-99.)
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Gamst

Anth C273
Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
A survey of Mesoamerican ethnology including an introduction to cultural and linguistic regions through comparisons of ethnographic materials. Emphasis is placed on acculturation, during the colonial period, among indigenous and Spanish-speaking populations, and, in the contemporary period, on social change among rural and urban sectors. (Course not offered 1998-99.)
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Anth 102
Introduction to Archaeology and Biological Anthropology
The study of the biological and cultural heritage of humans. Topics include primate and human evolution, evolution of prehistoric cultures, and human adaptation and variation.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Anth 103
Introduction to Cultural Anthropology
The study of recent and contemporary human societies in cross-cultural perspective. Through the use of ethnographic accounts, the course analyzes and compares variations in processes of cultural change, and in cultural adaptations.
Note: Anth 102 is not a prerequisite to Anth 103.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 211
Human Origins
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variability. Prerequisite: Anth 102, or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Gibbons

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Anth 212
Human Variation
A consideration of the factors involved in the production and maintenance of biological variability within and between human populations. (Course not offered 1998-99.)
Prerequisite: Anth 102, or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Greene

Anth 230
Archaeological Facts and Fantasies
Those who view the distant past as mysterious and unknowable are not aware of how much archaeologists have learned. This course examines some of the phenomena that have long fascinated many of us, from the Egyptian pyramids to the stone structures of New England, considering various interpretations of each. The course also emphasizes the development of skills for critical evaluation of claims about the past.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Luedtke, Mr Mrozowski

Anth 233
Old World Prehistory
An interpretation of the archaeological record provides an overview of prehistory in Africa, Europe, Asia, and Australia, from the origins of human cultural adaptations through the aftermath of the agricultural revolution.
Prerequisites: Anth 102, or permission of instructor; sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth 234
New World Prehistory
A broadly-based reconstruction of the prehistory of North and South America, from the peopling of the New World to the period of initial European contact. (Course not offered 1998-99.)
Prerequisites: Anth 102, or permission of instructor; sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Luedtke, Ms Zeitlin

Anth 240
Historical Archaeology
An introduction to historical archaeology, from its initial development to future directions. Topics include the subfields which comprise historical archaeology and their interrelationships; the contributions, both substantive and methodological, of historical archaeology to the field of archaeology; and industrial and historic sites in North America.
Prerequisite: Anth 102, or Hist 265, or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Mrozowski

Anth 241
Archaeological Method and Theory with Laboratory
An introduction to the theory and application of archaeological methods. Emphasis is placed on the ways in which archaeologists view prehistory and on the techniques by which data are gathered, interpreted, and integrated to complete a coherent picture of prehistoric events. The lab focuses on practical skills and methods archaeologists employ in the field and laboratory.
Prerequisite: Anth 102, or Geog 105, or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Luedtke, Mr Mrozowski, Ms Zeitlin

Anth 250
Hunter-Gatherer Cultures
Study of the hunter-gatherer form of human adaptation. Ethnographic data from hunter-gatherer cultures is examined, and models derived from these data are applied to the archaeological evidence for prehistoric hunter-gatherers.
Prerequisite: Anth C100, or 102, or 103, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Luedtke

Anth 252
Urban Anthropology
A comparative study of the form and quality of urban life in the contemporary United States and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analyses of cities; and considers their significance in the broader field of urban studies. Attention is also given to the cultural evolutionary processes leading to the origin and spread of cities and urbanized society, in both the ancient and modern worlds. (Course not offered 1998-99.)
Prerequisite: Anth C100, or 103, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Sieber

Anth 270-274
Culture Areas of the World
These courses investigate patterns of social and cultural uniformity, diversity, change and evolution within the culture areas of the world. Culture areas are geographical regions whose indigenous peoples share historical interconnections, related cultures and languages, and a similar profile of ecological conditions and adaptations. While these factors help to create widely shared cultural and historical themes, each society within a culture area must also adapt to a unique set of local factors and each has a unique history of development. As a result, each society within the larger culture area integrates the shared themes and adaptations in distinctive ways. Studying these complex themes and variations helps us to understand historical development, the range of human cultural potential, and the modern geopolitical situation.
Note: Some cultural area courses are also core courses; their descriptions appear above with those of the other Anthropology Department core courses.

Anth L270 (AmSt L270)
Native Peoples of North America
An introductory survey of Native American societies and cultures. Emphasis is placed on the descriptive comparison of selected Native American societies, on their histories, and on problems in cross-cultural understanding. The course focuses on pre-twentieth century cultures and history.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Buckley

Anth C271
Peoples and Cultures of the Middle East
For description, see C271 in core course section above.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Fazel

Anth C272
Peoples and Cultures of Africa
For description, see C272 in core course section above.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Gamst

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Anth C273
Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
For description, see C273 in core course section above.
3 Lect Hrs, 3 Credits

Anth L276 (AmSt L276)
Native Americans: Contemporary Issues
This course offers an introduction to issues in the lives of modern Native Americans. Recent history, reservation life, urban Indians, political and legal goals and conflicts, economic development, contemporary arts, and religious expression are investigated through case studies. The course is a continuation of Anth L270. (Course not offered 1998-99.)
Prerequisite: Anth L270, or permission of instructor.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Buckley

Anth Z280
Special Topics
The study of special topics in anthropology. Consult department's description of current offerings to find out about the topics being explored this semester. May be repeated for credit. (Course not offered 1998-99.)
Prerequisite: Varies with topic; usually the appropriate introductory-level anthropology course (Anth C100, 102, or 103), or permission of instructor.

Anth 281
The Structure of Human Language
A practical introduction to a broad variety of Western and non-Western language systems through application of some traditional linguistic techniques of American anthropology. Students receive practice in transcribing their own speech, in analyzing different phonemic systems, in formulating the word-construction rules employed by different languages, and in applying pattern discovery procedures to expose the rules underlying different levels of language structure. Though exercises focus on sound systems and word structure, students are also briefly introduced to recent developments in the analysis of higher-level syntactic structures. (Course not offered 1998-99.)
Prerequisite: Sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Anth 285
Language and Culture
The study of language and culture as systems of shared symbols and meanings in which verbal and nonverbal social interaction takes place. Special emphasis is placed on the relationship of language to culture and on the social role of language in human life. Students are introduced to methods for analyzing social behavior and its underlying cultural principles.
Distribution Area: Social and Behavioral Sciences.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Buckley, Ms Takaki

Anth L301 (AmSt L301)
Childhood in America
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth century industrialization and urbanization, and twentieth century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family life; Hispano-American child and family life; enculturation among selected American indian groups; the importance of gender as a variable in childhood experience; and the growing importance of formal institutions—such as schools, youth organizations, and medical institutions—as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
Prerequisites: Sophomore standing. Previous course work in American studies, cultural anthropology, or social history is desirable.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Sieber

Anth 310
Primate Behavior
A broadly-based survey of non-human primates as found in their natural habitats. The course includes discussion and practice in the techniques of observation, description, and analysis of behavior, as well as informed consideration of the use of primates as human models in behavioral and biomedical research. (Course not offered 1998-99.)
Prerequisite: Anth 102, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 313
Developmental Models in Human Evolution
An adaptive approach to human growth and development. Physical change in the regional anatomy of the human organism from conception to death is studied. This information is used to construct a developmental counterpart to the fossil, comparative, and experimental evidence used to understand the evolution of human beings. (Course not offered 1998-99.)
Prerequisite: Anth 102, or an introductory biology course.
3 Lect Hrs, 3 Credits
Mr Gibbons

Anth 316
Nutrition, Growth and Behavior
An evaluation of the influence of nutrition on growth and development in human populations. Particular emphasis on malnutrition and its effects on physical growth, neurological development and behavioral capacity. A model is developed which outlines the relationship between nutritional stress, the behavioral variation produced as a consequence of the stress, and the sociocultural characteristics of human communities.
Prerequisites: Anth 102, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Greene

Anth 317
Human Epidemiology
This course deals with the distribution and frequency of disease in human populations and stresses the role of social scientists and sociocultural data in epidemiologic studies. Topics include measures of disease frequency, changing patterns of disease throughout human history, population variation in disease experience, types of epidemiologic studies, and environmental and occupational factors that present health risks.
Prerequisites: Junior standing and an introductory course in the social or biological sciences, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Greene

Anth 332
The Prehistory of New England
Archaeology has revealed much about the lives of the first inhabitants of New England, from their arrival at the end of the Ice Age to their displacement by English colonists in the seventeenth century. This course focuses on the ways in which the New England Indians adapted to the ever-changing environment.
Prerequisite: Anth 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Luedtke

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Anth 336
Ancient Mesoamerica
This course uses archaeological and ethnohistorical data to chart the prehistoric transformation of Mesoamerica into the setting for several of the ancient world's most intriguing urban civilizations, including those of the Maya and the Aztecs. Emphasis is given to the common social patterns and ideological premises underlying the region's long-term cultural and political diversity.
Prerequisite: Anth 102 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Zeitlin

Anth 350
Elements of Social Organization
Basic concepts and ethnographic data on the social organization of non-Western societies are introduced, and used to explore major contemporary theories of social structure.
Prerequisite: Anth C100, or 103, or permission of instructor
3 Lect Hrs, 3 Credits
Mr Harwood

Anth 351
Evolution of Culture
A systematic comparative approach to analysis of the world's cultures. Theories of cultural evolution and ecological adaptation provide the interpretive framework for intensive analysis and comparison of selected cultures, ranging from hunting-and-gathering to industrial. A major goal of the course is to arrive at a modern world view. The course will be of interest to both anthropology majors and non-majors.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Gamst

Anth 352
Applied Social Anthropology
How is social anthropology used to solve human problems? This course considers anthropological research and intervention in such fields as business management, communications, health care, parks and recreation, urban development, education, and mental health. Special attention is given to the ethical dilemmas encountered by practicing anthropologists. This course helps students assess the relevance of social science training to later career choices. (Course not offered 1998-99.)
Prerequisite: Anth C100 or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Sieber

Anth 356
The Anthropology of Law
This course examines legal systems in different cultures. It explores through comparison, and through ethnographic case studies, the relationship between law and culture; functional definitions of law; dispute and dispute settlement; legal knowledge—both substantive law (statutes) and procedural law (forms of adjudication); legal principles and the underlying cultural precepts that inform action and conduct. (Course not offered 1998-99.)
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fazel

Anth 357
Culture, Disease, and Healing
Human adaptations to disease and illness in prehistory and history, and across cultures. Medical systems considered as social and cultural systems related to social structure, religion, economics, and power. Topics include medical anthropology as a field of study, paleopathology, ecology and epidemiology of disease, theories of disease and healing, sorcery and witchcraft, public health and preventive medicine, anatomy and surgery, obstetrics and population control, pain and stress, emotional states, status and role of healers and patients.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Harwood

Anth 358
Comparative Health Care Systems
Though ill health afflicts all humans, ideas about disease, as well as the social institutions that have been developed to treat it, vary considerably from society to society. This course examines different forms of medical care in a wide variety of societies, including kin-based cultivators, agrarian and industrial states, and contemporary underdeveloped nations. (Course not offered 1998-99.)
Prerequisite: Anth C100, or 103; or Health Care Studies 101 or 102; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Harwood

Anth 363
Cultural Ecology
The interrelationships among human populations, human institutions, and their physical environment. (Course not offered 1998-99.)
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Fazel

Anth 366
The Anthropology of Religion
A comparative study of religion, including belief systems, social functions, ritual processes. Religions of a variety of cultures are considered, and some emphasis is placed on the development of modern anthropological theories of religion and on current methods of analysis and interpretation. (Course not offered 1998-99.)
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Buckley

Anth 367
Social and Cultural Perspectives on Witchcraft and Sorcery
Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. The course does not teach techniques of witchcraft or sorcery. (Course not offered 1998-99.)
Prerequisites: Anth C100, or 103, and junior standing, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Harwood

Anth 368
Myth in Cultural Context
An anthropological analysis and interpretation of myth, using texts from diverse American Indian cultures as primary materials. The course offers an overview of central problems in understanding myths and a survey of contemporary anthropological approaches to solving them. (Course not offered 1998-99.)
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Buckley

Anth L373 (AmSt L373)
Men in America
An investigation into the meanings and practices of manhood in the contemporary United States as these emerge in various realms of experience—family, work, war, imprisonment, sexuality, aging, art, and others. The course uses biographies, autobiographies, and ethnographies in seeking to understand the diversity of masculinities; and consults anthropological and interdisciplinary theories of gender for further insight. Student research and writing are emphasized.
Prerequisites: Anth C100, Anth 103, AmSt 100, or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Buckley

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Anth 380
Directed Reading in Anthropology
At the discretion and with the approval of individual faculty, students may enroll in a course of directed reading on specified topics not listed among the department's regular offerings. Readings, writing assignments, and examinations are similar to those required in an equivalent three credit course. Students are expected to meet with the instructor at weekly intervals throughout the semester.
Note: This course may not be counted toward the anthropology major distribution requirement.
3 Credits

The following offerings come under the rubric of Directed Reading:

Kinship
Basic concepts and ethnographic data on kinship in Western and non-Western societies are introduced and used to highlight major contemporary approaches to the study of social structure.
Prerequisites: Anth C100, or 103, and 350, or permission of instructor.
Ms Takaki

Power and Conflict in Non-Western Societies
A comparative approach to pre-industrial and non-Western political organizations considered as parts of sociocultural systems. Emphases include political activity, competition for power and authority, leadership, decision making, types of political systems, and dynamics of change.
Prerequisite: Anth C100, or 103, or permission of instructor.
Mr Fazel

Anthropological Theory
Survey of the major theoretical positions and concepts in sociocultural anthropology, with special reference to problems of structure, function, and process.
Prerequisite: Anth C100, or 103, and junior standing; or permission of instructor.

Anth 385
The Ethnography of Speaking
The course emphasizes concepts and methods for studying "speaking," the use of language in the conduct of social life. Members of a speech community employ varieties of speech to accomplish different social functions. The dynamic interaction between linguistic and social factors in speaking is the primary focus of this course. Special attention is directed to contemporary social problems associated with multilingual and multi-dialectical phenomena. Students undertake a limited research project to further their understanding of these problems and of possible solutions.
Prerequisite: Anth 281 or 285, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Takaki

Anth 410
Forensic Osteology
Forensic osteology is an applied science used in criminology, archaeology, and elsewhere. This course studies the human skeleton and what it can reveal about the body it once supported. Participants explore methods of determining age, sex, ancestry, and stature, as well as what can be deduced from bony remains about diseases, trauma, and personal habits. Fossil evidence, comparative osteology, and data from the immature skeleton also contribute to a reconstruction of knowledge. (Course not offered 1998-99.)
Prerequisites: Junior or senior standing and one 200-level anthropology course; or permission of instructor.
3 Lect Hrs, 3 Credits.
Mr Gibbons

Anth 412
Issues in Biological Anthropology
An in-depth discussion of current research in biological anthropology based on the reading of primary material from the recent literature. The course is oriented toward the study of human populations and focuses on important controversies and major research trends in a variety of areas including skeletal biology, nutrition, genetics, epidemiology, and evolutionary theory. (Course not offered 1998-99.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Greene

Anth 432
Archeological Science
This course applies the methods and techniques of the sciences to the problems and issues of archaeology. The course is part of the teaching program of the Center for Materials Research in Archaeology and Ethnology, a Boston-area consortium of universities and museums. Courses may be taught at any of the participating institutions, and exact content will vary.
Prerequisites: Permission of instructor. Advanced standing and experience in laboratory science courses is expected.
3 Lect Hrs, 0-3 Lab Hrs
Lect only: 3 Credits
Lect and Lab: 4 Credits
Ms Luedtke

Anth 444
Cooperative Education for Anthropology Majors
Through the Cooperative Education Program anthropology majors may be placed in paid work situations either directly related to the field of anthropology or where anthropological concepts, theories, and/or methods can be explored. In conjunction with the work experience, students undertake a learning project under the direction of a faculty member. This project is based on a prospectus approved by the faculty advisor, which should include appropriate readings, field observation, and written work equivalent to a 3-credit, classroom-based course. Note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Sophomore standing; minimum GPA of 2.5; satisfactory completion of introductory and two upper-level anthropology courses in the field most closely related to placement; and permission of instructor.
3 or 6 Credits

Anth 478
Directed Study I
Advanced students may conduct independent research under the supervision and guidance of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Anth C100, and/or 102, and/or 103 (as appropriate), and permission of instructor. Open only to juniors and seniors with a 3.0 GPA in the major, except under exceptional circumstances to be evaluated by the instructor.
Hrs by arrangement, 1-3 Credits

Anth 479
Directed Study II
See Anth 478.

Anth 480
Special Topics Seminar I
Intensive study of special topics, varying each year according to instructor.
Prerequisites: Vary with topic; usually the appropriate introductory level course (Anth C100, or 102, or 103,) and junior standing; or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 481
Special Topics Seminar II
See Anth 480.

Department of Anthropology

Anth 483
Field Research in Cultural Anthropology
A supervised sequence of field research in cultural anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 484
Field Research in Biological Anthropology
A supervised sequence of field research in biological anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 485
Field Research in Archaeology
A supervised sequence of field research in archaeology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 486
Field Research in Linguistics
A supervised sequence of field research in linguistics. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 488
Internship in Anthropology
Part-time work experience (8 hours per week) in an appropriate business, governmental, laboratory, clinical, museum, or non-profit institution, supervised by an on-site supervisor and an Anthropology Department faculty sponsor. Conferences with the course instructor and appropriate written work are required. The department strongly recommends that students take Anth 352 before enrolling in this course. Note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Anth 102, and 103; three other Anth courses in appropriate subdiscipline; junior standing; permission of instructor.
3 Lect Hrs, 3 Credits

Anth 490
Independent Research I
Independent research in anthropology conducted under the supervision of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Senior standing, 4 upper level courses in anthropology, 3.5 GPA in major, 3.0 GPA overall, and permission of an Honors advisor.

Anth 491
Independent Research II
Independent research in anthropology conducted under the supervision of members of the faculty. Please note: This course may not be counted toward the anthropology major distribution requirement.
Prerequisites: Anth 490 and permission of the student's Honors committee.
Hrs by arrangement, 3 Credits

Graduate Courses

Anth 615
Public Archaeology
An examination of cultural resource management in New England and the United States, including the significance of state and federal environmental protection legislation, and the implementation of these laws from the drafting of proposals and the granting of contracts to the collection of data and the reporting of results. Students learn the processes of national register nomination, problem-oriented proposal and report writing, and calculation of budget estimates for proposed work. (Course not offered 1998-99.)
Prerequisite: Anth 241, or expertise in contract archaeology.
3 Lect Hrs, 4 Credits
Mr Mrozowski

Anth 625
New England Historical Archaeology
An in-depth survey of current research in New England historical archaeology. The course includes presentations of current archaeological research in the Boston area and discussions/evaluations of current projects with regard to their theoretical approach, methods, and results. Additionally, a laboratory section affords practical training in the conjunctive analysis of archaeological and documentary data in problem oriented research.
Prerequisite: Anth 240.
3 Lect Hrs, 3 Lab Hrs, 5 Credits
Mr Mrozowski

Anth 650
Materials in Ancient Societies
A one or two semester laboratory course offered as part of the teaching program of the Boston Area Center for Materials Research in Archaeology and Ethnology, of which UMass Boston is a member. The topic of the course rotates annually among lithic materials, ceramics, faunal/floral materials, metals, and archaeological data analysis.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 5 Credits
Ms Luedtke

Anth 665
Graduate Seminar in Archaeology
This course is designed to provide students with a comprehensive background in current archaeological method and theory. It focuses on the major theoretical schools in archaeology, and on their historical development. The course includes lectures on theory and method in archaeology as well as discussions of methods employed in other historical disciplines. Emphasis is also given to the articulation of social theory as developed in anthropology, history, and archaeological research.
Prerequisite: Graduate standing or enrollment in New England Historical Archaeology Program.
3 Lect Hrs, 3 Credits
Ms Luedtke, Mr Mrozowski

Department of Art

Department of Anthropology

Anth 670
Industrial Anthropology and Sociology
Comprehensive but intensive coverage of industrial anthropology and sociology to aid in the understanding of the social relations and organization of work in industrial urban society, for theoretical and applied purposes. Topics include the social science of industry, industrialization, organizational theory, managerial processes, unionism, human relations in work, social stratification, government and law in work, women and minorities at work, human factors, industrial safety, and periodically selected special subjects. (Course not offered 1998-99.)
Prerequisite: Anth 350 or 351, or Sociol 337 or 365, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Gamst

Anth 675
Cultural Theory in Anthropology
A historical survey of 20th century sociocultural theory, this course provides students in historical archaeology and other disciplines with a complementary background in cultural anthropology. The emphasis is on American anthropologists, their theories of culture and the attention these theories give to history, and the discursive contexts within which these various theories have emerged.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Buckley, Mr Gamst

Faculty

Pamela Jones Rothwell, Associate Professor and Chair; Professors Anne McCauley (on leave spring 1999 and 1999-2000), Paul Tucker (on leave 1999-2000); Associate Professors Wilfredo Chiesa (on leave Fall 1998), Ron Polito (on leave Spring 1999), Melissa Shook, Nancy Stieber, Sam Walker; Assistant Professors John Gianvito, Margaret Wagner, Victoria Weston

The Department

The faculty of the Art Department includes both scholars and professional artists, and the curriculum aims to combine their differing approaches to the visual experience. The art historical/critical studies curriculum engages students in an area of the humanities where they examine works of art in aesthetic terms and as bearers of cultural values. The creative/studio curriculum provides a sound basis in the creative process, in visual thinking, and in certain technical skills. Students are encouraged to work closely with a faculty advisor to create personal programs with conscious thought given to the relationships among various courses, both inside and outside of the department.

Requirements

The Major

I. An art major shall consist of a minimum of twelve and a maximum of eighteen courses distributed in the following manner:
   A. at least three at the 200 level.
   B. at least five beyond the 200 level.

II. All majors must include among their departmental courses Art 201 and 202 (a survey of the history of art).

III. At least six of the departmental courses, including at least two beyond the 200 level, must be taken at the University of Massachusetts Boston.

IV. The Art Department has two areas: creative/studio work and art historical/critical studies. A student may not take more than three-fourths of his/her work in either area.

V. No more than two courses taken on the pass/fail option may be counted toward the requirements for the major.

VI. Only one 100-level course may count toward the major.

Beyond these stipulations, students must work out their choices of sequences and distribution with their advisors according to the advising guidelines of each area within the department. Among these guidelines are the following:

- For all majors taking at least six studio courses (including any at the 100 level), one of the six must be in three-dimensional work.
- One three-credit independent study course may be counted toward the major.

Honors

The department provides for a two semester honors program in art for those seniors whose work has been outstanding. In order to qualify for the program a student must have: a cumulative standing in Art of 3.5; an overall cumulative grade point average of 3.0; a total of 70 or more completed credits, at least 18 of which must be in Art (a minimum of 9 credits on this campus). Qualified students must submit a proposal outline for Art 491 and 492 to the department chairperson during the third semester prior to graduation. The proposal, which must be endorsed by the potential supervisory faculty member, should provide for creative work and/or scholarly research. The honors committee has the responsibility for review of the initial proposal and for acceptance into both semesters of the program.

Transfer Credit Policy

Transfer students majoring in art must plan to take a minimum of six courses in art in the department, including at least two above the two-hundred level. Courses taken elsewhere will be evaluated by the department for major or elective credit. Students who take courses at UMass Boston similar in content to courses already transferred risk forfeiting credit.

Prerequisite Policy

All courses at the 100 and 200 levels, with the exception of Art 287 and 297, are open to all students without prerequisites.

At the 300 level: courses in the studio area require stipulated prerequisites plus submission of an enrollment request form, available in the departmental office; courses in art historical/ critical studies require stipulated prerequisites or permission of the instructor.

At the 400 level: all courses at this level require junior or senior standing, as well as completion of appropriate prerequisites; final approval for enrollment in seminars will be given by the instructor; in all other courses, final approval will be given by the supervisory faculty and the chairperson.

Waivers of prerequisites can be awarded—in special circumstances—by the chairperson.

Fees

Lab fees are required for all studio courses in printmaking, photography, digital media, and film/video, and for some special workshops. Fees are listed in the registration booklet and are billed through the Bursar's Office. Students are advised that lab courses often require considerable expenditures in addition to the lab fee.

Department of Art

Courses

Art C100
The Language of Art
The course teaches students to begin to understand the processes of artistic creation. It enables the student to grasp the expressive content of works of art in a wide variety of media and to analyze how the artist creates his/her effect. It is not an historical survey. Through lectures, discussions, field trips, and museum visits, the student studies paintings, sculptures, and buildings; examples are chosen as often as possible from the Boston area. The course addresses such concepts as elements of composition, rhythm, symmetry, and space; and the possibilities of differing interpretations of subject matter. It offers a solid introduction to the arts by developing the student's ability to see and analyze forms as the result of aesthetic and interpretive decisions.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 201
Ancient and Medieval Art
The course offers an historical survey of art and architecture of the ancient world, giving particular emphasis to Egyptian, Greek and Roman cultures. Students are also introduced to the arts in Medieval Europe, with a special focus on the Romanesque and Gothic styles. (Course offered in the fall only.)
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

Art 202
Renaissance to Modern Art
An historical survey of Western art and architecture from the fifteenth century to the twentieth century. The course deals with different aspects of the art of the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism, Realism and Impressionism, and Post-Impressionism. (Course offered in the spring only.)
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

Art L204 (EAsian L204)
Introduction to East Asian Art
This course is an introduction to East Asian art, focusing on Japan and China. It is divided into three historical segments: early forms of Buddhism, paintings of the scholar class, and the interaction of tradition with imported Western cultural forms. These topics provide a comparative context for exploring style, culture, class and gender.
Distribution Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston

Art 210
Studies in the History of Art
Topics vary from semester to semester according to the needs of the program and opportunities to engage visiting specialists. Please contact the department for descriptions of current and/or contemplated offerings. (Course not offered on a regular basis.)
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 230
Architecture, Design, and Society
This course introduces students to Western and non-Western architecture and design. It explores the social, economic, and political roles of the design professions while tracing theory, technique, and form from ancient times to the present. Although the contributions of architecture are emphasized, the course also examines landscape architecture, urban design, and interior design. Sophomore standing is recommended.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Stieber

Art 250
Art of the Twentieth Century
An analysis of the art of the twentieth century involves fundamental issues of form and content shared by all the arts. Taking a threefold approach—formal, critical, and historical—this course examines the development of modern painting, sculpture, and architecture as well as the ascendant art forms of photography, video, and performance. It analyzes general theories and specific works in detail. Through class discussions, reading assignments, papers, and field trips, the student learns that the formal problems posed by twentieth century art are closely related to those in literature, music, and theater, for they are problems of structure and definition, harmony and rhythm, diction and coherence. The student thus develops critical capabilities that he or she can apply to works by Picasso or Eliot, Matisse or Ravel.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Tucker

Art 254
American Architecture
A survey of American architecture and town planning from the seventeenth century to the present. Topics include early colonial architecture, the search for a new style for the new republic, nineteenth century expansion and eclecticism, the revival of domestic architecture, the skyscraper style, and the development of modern architecture in the twentieth century. (Course not offered 1998-99.)
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Stieber

Art 256
The Arts of Japan
This course is a chronological survey of Japan's major artistic traditions. Painting, sculpture, ceramics and architecture are set in historical, religious, and cultural contexts, with particular emphasis on identity issues deriving from Japan's periodic participation in continental Chinese culture. The course is organized to foreground issues of social class in terms of patronage, power, and representation.
Distribution Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Weston

Art 258
The Arts of China
This course surveys major artistic traditions of China, beginning with its earliest history. Topics include ritual bronzes, sculpture, ceramics, and the major genres of painting. The course material focuses on the central problem of culture and class identity: how culture, and more specifically art objects and style, are used to shape class identity and power.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Weston

Art 260
Topics in the Art of Asia
A course in the art and architecture of Asia. Subjects vary, but have included Buddhist art, the art of India, Far Eastern painting, Japanese graphics, and the art of China. Topics are announced during the preregistration period. (Course not offered on a regular basis.)
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Weston

Department of Art

Art 265
Film Analysis
Any thorough and systematic study of film, because of its essentially interdisciplinary nature, must address concerns and problems common to other forms of artistic expression such as literature, theater, painting, and photography. The particular approach taken in this course to the study of film offers an encounter with the works that goes beyond the conventional experience of theater and TV viewing and employs special methods of projection that permit detailed analysis by means of slow motion and still frame techniques. The films thus studied include examples of classic Hollywood, contemporary American, and foreign feature films, and the documentary. The course is not primarily historical in emphasis; rather, its concerns are the visual language of film, its use as the vehicle for narrative and theme, and major film types and styles. Special attention is given to the analysis and interpretation of sequences from the films studied in class.
Distribution Area: The Arts.
4 Lect/Viewing Hrs, 3 Credits
Mr Polito

Art 267
Great Film Directors
A critical and analytical examination of selected works by four major film directors. Directors to be included vary each time the course is offered. Student work entails readings, quizzes, written reports, and two papers. (Course not offered 1998-99.)
Distribution Area: The Arts.
3 Lect Hrs, 3 credits
Mr Polito

Art 272
The History of Photography
A survey of the history of photography from the invention of the medium in the nineteenth century to the present. Emphasis on photography as a medium of expression and communication, and on the distinctive qualities of selected photographers (Course not offered 1998-99.).
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms McCauley

Art 281
Drawing I
Basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of people and their environment. Problems in still life, landscape, and life drawing.
Distribution Area: The Arts.
5 Studio Hrs, 3 Credits
Mr Chiesa, Mr Walker, and Staff

Art 287
Introduction to Printmaking
This course is an introduction to the major categories of printmaking—planographic, relief, intaglio and stencil—through lectures, demonstrations, field trips, and studio work. The course seeks to foster students' appreciation of the significance of the fine print and the production of editions. Students' production of their own prints enhances their understanding of the critical relationship between process and product.
Prerequisite: One studio course or permission of instructor.
Distribution Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits
Mr Walker, Mr Chiesa, and Staff

Art 293
Photography I
An introduction to basic issues in photography. The mechanics of the camera, the techniques of the darkroom, and matters of creative and personal import are addressed through illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography.
Distribution Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits
Ms Shook and Staff

Art 295
Film/Video I
A beginning course in filmmaking, employing both super-8 and half-inch videotape equipment. The course is organized around weekly assignments of increasing complexity designed to allow the student to explore the communicative and expressive possibilities of the moving image.
Distribution Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits
Mr Gianvito

Art 297
Introduction to Digital Imaging
Introduces students to an informed and critically engaged art practice using digital imaging software tools in a Macintosh environment. This course serves as a basic introduction to Photoshop (a digital imaging program), Pagemaker (a page layout program), and Netscape (an Internet browser). Lab hours are required for the successful completion of the course.
Distribution Area: The Arts.
Prerequisite: One studio course or permission of instructor.
8 Combined Studio/Lab Hrs, 4 credits
Ms. Wagner

Art 311
Early Italian Renaissance Art
This course focuses on early Renaissance art and architecture in Italy, 1300-1500. Focusing on Tuscany, it assesses how the visual arts were informed by humanism, politics, monastic reform, and the emergence of a wealthy mercantile class. The course also considers artists' growing self-awareness as professionals contributing to intellectual developments. Artists to be studied include Giotto, Brunelleschi, Donatello, Masaccio, Alberti, and Botticelli. (Course not offered 1998-99.)
Prerequisite: Art 201 or permission of the instructor.
3 Lect Hrs, 3 credits
Ms Jones Rothwell

Art 312
Late Italian Renaissance Art
This course focuses on Italian Renaissance painting and sculpture of the sixteenth century, the age of Leonardo, Michelangelo, Bronzino, Giambologna, and Titian. It studies artistic style and theory in the High Renaissance, Mannerist, and Maniera periods in light of religious, political, and social developments. Emphasis is given to art produced in Florence, Rome, and Venice. (Course not offered 1998-99.)
Prerequisites: Art 202 or permission of the instructor.
3 Lect Hrs, 3 credits
Ms Jones Rothwell

Art 313
Baroque Art and Architecture in Italy from Caravaggio through Guarini
This course concerns Baroque art and architecture in Italy circa 1580-1680. It examines art in the context of religious reform, scientific discoveries, and political absolutism to determine how these developments informed the style, subject matter (both religious and secular), and functions of art in society. Artists to be studied include Caravaggio, Bernini, Borromini, Claude, Poussin, and Guarini. (Course not offered 1998-99.)
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

Department of Art

Art 314
Northern Painting of the 17th Century: The Age of Rembrandt
This course concerns painting in Spain and the Low Countries during the 17th century when Hapsburg Spain and Belgium were Catholic and the Netherlands was a Protestant republic. It looks at how artistic style and the art market were affected by the differing political, religious, and economic conditions in each of these regions. Artists to be studied include Velazquez, Rubens, Van Dyck, Rembrandt, Hals, Vermeer, and Ruisdael. (Course not offered 1998-99.)
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Jones Rothwell

Art 316
Painting 1780-1850
An investigation of the major movements in European painting between 1780 and 1850—Neoclassicism and Romanticism—and the leading figures responsible for their development: Blake, Fuseli, Goya, David, Runge, Friedrich, Constable, Turner, Gericault, Delacroix, and Ingres. (Course not offered 1998-99.)
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms McCauley, Mr Tucker

Art 317
Painting, 1850-1900
Painting in the second half of the nineteenth century: realism, impressionism, symbolism, art nouveau and post-impressionism. The course traces the development of these movements and of the leading figures responsible for their development (e.g., Courbet, Degas, Manet, Matisse, Monet, Seurat, Gauguin, Van Gogh, Cezanne).
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms McCauley, Mr Tucker

Art 319
Painting, 1945 to the Present
Trends and tendencies in contemporary art: abstract expressionism, pop, op, minimal, post-painterly abstraction, color field, new realism, happening, performance art, video and conceptual art, the new expressionism, and Neo Geo art. In addition to investigating these movements and the major figures involved in their development, the course also considers the role of contemporary criticism and its influence on the arts.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Tucker

Art 330
Studies in the History of Architecture
A course designed to provide in-depth study of historical and contemporary ideas, issues, and major figures in architecture and urban planning. Topics vary by semester and instructor. Consult current course announcement for specifics. (Course not offered on a regular basis.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber and Staff

Art 336
From Caves to Condos: The History of Housing Design
This course provides an introduction to the history of housing design, particularly those design traditions which have influenced contemporary American housing. It examines ancient, pre-modern, and modern housing types in rural, urban, and suburban settings. It considers vernacular, commercial, and architect-designed housing, both private and public. The course not only examines architectural styles and construction, but also addresses issues of class, gender, and politics as they relate to housing design. (Course not offered 1998-99.)
Prerequisite: Art 201, or Art 202, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

Art 338
Nineteenth Century Architecture
This course discusses stylistic and theoretical developments in architecture during the nineteenth century, with an emphasis on European architects. It looks at the changing character of classicism and the rise of a Gothic revival; as well as at the impact of new technologies, new types of building, (the railroad station, the department store), and the architectural response to social problems through housing and town planning.
Prerequisites: Art 201 or Art 202 or Art 230 or permission of the instructor.
3 Lect Hrs, 3 credits
Ms Stieber

Art 339
Twentieth Century Architecture
Theory and form in twentieth century architecture. The course presents a detailed examination of architecture in both Europe and America since 1900. Subjects include art nouveau; de Stijl; the Bauhaus; the new internationalism as against art deco styles; fascist and capitalist architecture of the thirties and forties; minimalist styles as against revivalism; the sculptural and monumental as against nihilist attitudes in contemporary architecture. Some thought is given to the contrast between "popular" and "elitist" styles. Considerable attention is given to contemporary theories on the function and forms of architecture.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stieber

Art 340
Studies in the History of Criticism and Aesthetics
A course in the analysis of aesthetics and art criticism designed to provide a better understanding of issues and major developments in the history of ideas. Topics vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Art 343
Issues in Feminist Art History
This course introduces students to recent feminist approaches to art history and deals with topics such as the definition of the limits of art; the engendering of art institutions and criticism; the careers of female artists; and the representation of women in the visual arts. (Course not offered 1999-2000.)
Prerequisite: Art 202 or 250 or permission of the instructor.
3 Lect Hrs, 3 credits
Ms McCauley

Art 345
Picasso: Art and Life
This course examines Picasso's work from his youthful essays of the 1890s to his heroic efforts of the 1970s. In addition to tracing the formal development of his career, the course explores the many influences that shaped his efforts, the criticism his work provoked, and the ways in which his production altered or reflected that of his peers. (Course not offered 1998-99.)
Prerequisite: Art 202 or 250 or permission of the instructor.
3 Lect Hrs, 3 credits
Mr Tucker

Department of Art

Art 347
Arts of Power
This course considers the role of art in discourses of power in the West from the Renaissance through the twentieth century. It explores the use of the visual arts by republicans, emperors, popes, absolutist monarchs, totalitarian rulers, and capitalist leaders. Topics vary; examples include the Republic, Medici dukes, Louis XIV, Pope Urban VIII, Napoleon I, and Hitler. (Course not offered 1998-99.)
Prerequisite: Art 202 or History 112 or permission of the instructor.
3 Lect Hrs, 3 credits
Ms Jones Rothwell

Art 360
Studies in Film and Video
A topics course in the study of films, video, and broadcast television, most often concentrating on a specific director, genre, or historical period, through an approach that focuses on theme and style. Weekly film and video viewing in addition to three regular class hours per week. Topic varies with semester and instructor. Consult current course announcement for specifics. (Course not offered on a regular basis.)
Prerequisite: Art 265 or permission of instructor.
4 Lect /Viewing Hrs, 3 Credits

Art 365
The Documentary Film
A survey of nonfiction film examining the evolution of rhetorical and visual techniques in their historical contexts. The course focuses on the major schools of the documentary as well as on specific filmmakers. (Course not offered on a regular basis.)
Prerequisite: Art 265 or permission of instructor.
4 Lect /Viewing Hrs, 3 Credits

Art 380
Studio Workshop
A course dealing with one or more techniques, media, and problems not covered or explored in other specific workshops. Content varies; consult current course announcement. (Course not offered on a regular basis.)
Prerequisites: Enrollment request form and two studio courses to be specified by the individual instructor.
5 Studio Hrs, 3 Credits

Art 381
Drawing Workshop
A continuation of Drawing I, this course introduces wet media and color and involves assigned visual problems which emphasize individual pictorial statements. The focus of the course varies each semester. May be repeated for credit.
Prerequisites: Art 281 plus one additional 200-level art course or permission of instructor. To repeat Art 381, four art courses are required, including one in art history.
5 Studio Hrs, 3 Credits
Mr Chiesa

Art 383
Painting Workshop
This course addresses problems in painting, emphasizing the articulation of personal pictorial statements. Different media and techniques are tested against traditional and nontraditional approaches, both formal and conceptual. Topics vary each semester. May be repeated for credit.
Prerequisites: Art 281 plus one additional 200-level art course or permission of instructor. To repeat Art 383, four art courses are prerequisite, including one in art history.
5 Studio Hrs, 3 Credits
Mr. Chiesa

Art 386
Three-Dimensional Workshop
An introduction to artmaking in three-dimensional space based on previous experience in studio classes across a variety of media. Students are encouraged to challenge traditional notions of sculpture and to experiment with installations, performance, and multi-media approaches. May be repeated for credit.
Prerequisites: One studio course plus one additional 200-level art course or permission of instructor. To repeat Art 386, four art courses are prerequisite, including one in 20th-century art history.
5 Studio Hrs, 3 Credits

Art 387
Printmaking Workshop
This course explores diverse printmaking techniques, combining and incorporating them into such other visual disciplines as painting, photography, and digital media. Students are challenged to develop their imagery and concepts and to articulate their ideas. This course is topic-oriented; the particular focus varies each semester. May be repeated for credit.
Prerequisites: Art 287 plus one additional 200-level art course or permission of instructor. To repeat Art 387, four art courses are prerequisite, including one in art history.
8 Combined Studio/Lab Hrs, 4 credits
Mr Walker and Staff

Art 393
Photography Workshop
This workshop is designed to expand knowledge of black and white photography learned in Photography I through individually initiated projects. While technical improvement is essential, emphasis is always given to the ideas and intentions behind the projects. Topics vary each semester. May be repeated for credit.
Prerequisites: Art 293 plus one additional 200-level art course or permission of instructor. To repeat Art 393, four art courses are prerequisite, including one in art history.
8 Combined Studio/Lab Hrs, 4 credits
Ms Shook

Art 395
Film/Video Workshop
Designed to strengthen and expand students' technical facility with multiple formats in film and video, this course simultaneously seeks to foster the development of a personal vision through a hands-on exploration of cinematic approaches. Workshops may be devoted to genres and/or specific technical or conceptual concerns. May be repeated for credit.
Prerequisites: Art 295 plus one additional 200-level art course or permission of instructor. To repeat Art 395, four art courses are prerequisite, including one in art history.
8 Combined Studio/Lab Hrs, 4 credits
Mr Gianvito

Art 397
Digital Media Workshop
An exploration of the use of digital media in the process of making art. Students are introduced to new software and its application to traditional media, as well as to the art historical practices and ideas which inform art works produced in a digital environment. Topics vary each semester. May be repeated for credit.
Prerequisites: Art 297 plus one additional 200-level art course or permission of instructor. To repeat Art 397, four art courses are prerequisite, including one in 20th-century art history.
8 Combined Studio/Lab Hrs, 4 credits
Ms Wagner*

Art L436 (AmSt L436)
The American Suburb
This course traces the history of the American suburb during the nineteenth and twentieth centuries, emphasizing the changing social and physical character of suburban development. It investigates the relationship between design and society through the study of such topics as the nature of domesticity, the technologies of housekeeping, the impact of the automobile, and the suburb in the American imagination.
Prerequisite: Junior standing or one art history course at the 300 level.
3 Lect Hrs, 3 Credits
Ms Stieber

Department of Art

Art 478
Independent Study
Independent investigation of a special area under the supervision of qualified faculty. Open to a limited number of students in any semester. A written prospectus of the project is required of applicants. Please note: Only one three-credit independent study course can be counted toward the minimum major requirement of twelve departmental courses. (Course offered in the fall only.)
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 1-3 Credits

Art 479
Independent Study
See Art 478.
(Course offered in the spring only.)

Art 480
Seminar in Visual Studies
Designed primarily for the art major, to provide advanced work in areas and topics not normally offered in existing courses. Course content varies with instructor. May be repeated for credit. (Course offered in the fall only, and not on a regular basis.)
Prerequisites: Permission of instructor.
3 Lect Hrs or 5 Studio Hrs, 3 Credits

Art 481
Seminar in Visual Studies
See Art 480.
(Course offered in the spring only.)

Art 488
Special Problems—Field Work
An independent project with an off-campus project focus under the supervision of a qualified professional. Open to a limited number of students in any semester. A written prospectus of the project, and a written final report, are required of all applicants. Please note:
Art 488 and 489 cannot be counted toward the minimum major requirement of twelve departmental courses.(Course offered on a pass/fail basis only.) (Course offered in the fall only.)
Prerequisites: Permission of instructor and department chairperson.
Hrs by arrangement, 1-6 Credits

Art 489
Special Problems—Field Work
See Art 488. (Course offered in the spring only.)

Art 491
Honors Project
This is the first semester's work of two leading to consideration for the award of Honors in Art. Course work includes an approved creative and/or research project under faculty supervision. Grades are to be awarded by supervising faculty as in regular independent study courses. Students may elect to withdraw from consideration for Honors and continue other course work without jeopardy to grades or credit. See departmental regulations for a description of this program.
Prerequisite: Permission of departmental Honors Committee.
3 Hrs by arrangement, 3 Credits

Art 492
Honors Project
Continuation of work begun in Art 491. Candidacy for continuation in the Honors Program will be determined by the Honors Committee prior to enrollment in this course. Students may elect to withdraw from consideration for Honors and continue other work without jeopardy to grades or credit. Grades are to be awarded by supervising faculty as in regular independent study courses.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement, 3 Credits

Biobehavioral Studies Program

Directors

Professor Celia Moore, Associate Professor Jeremy Hatch

The Program

Students interested in animal behavior who are majoring in anthropology, biology, or psychology may choose to participate in the Biobehavioral Studies Program as a specialized addition to their regular major.

The goal of the Biobehavioral Studies Program is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans. Students in the program complete a major in one of the three departments associated with the program, and in addition take a group of appropriate courses in each of the other two departments. Interested students are urged to consult with one of the program's directors.

Requirements and Recommendations

Students entering the program are advised to take introductory courses in all three departments. In order to insure that the program is recorded on their transcripts, students should complete the appropriate form, available from any of the program's directors, and file a card with the Office of Registration and Records.

The program's requirements are intended to introduce students to the study of animal behavior, and to provide both breadth and depth, through courses in both a major field and in related areas.

Students in the program must complete a major in anthropology, biology, or psychology. Each of these three departments offers courses which are simultaneously applicable to the departmental major requirements and to those of the Biobehavioral Studies Program.

All students in the program must take at least six courses from the list below, to be distributed according to the following specifications:

I. At least one course from the student's major department.

II. A total of at least five courses from the other two departments, including a minimum of one course from each.

III. At least one course from category A (see below), two from category B, and two from category C.

Biochemistry Major

Biobehavioral Studies Program

Approved Courses:

A. First Courses in Animal Behavior

Anth C210 (Biosocial Bases of Human Behavior)
Psych 265 (Comparative Psychology)

B. Associated Fields

Anth 364 (Evolution and Human Behavior)
Biol 290 (Biology of Populations)
Biol 316 (Neurobiology)
Biol 317 (Endocrinology)
Biol 342 (Ecology)
Biol 344 (Ornithology)
Biol 352 (Evolution)
Psych 250 (Learning and Memory)
Psych 260 (Physiological Psychology)
Psych 360 (Neuropsychology)

C. Advanced Courses in Animal Behavior

Anth 310 (Primate Behavior)
Anth 355 (Anthropology of Sex Roles)
Biol 348 (Animal Behavior)
Biol 691 (Advanced Ethology)
Psych 465 (Psychobiology of Development)

D. Laboratory Courses
Biol 349 (Methods in Ethology)
Psych 466 (Experimental Animal Behavior)

Transfer Credit Policy

At least three of the five program-approved courses from the departments outside the major department must be taken at UMass Boston. Transfer courses must be approved in writing by one of the program's directors.

The Major

The biochemistry major at UMass Boston is jointly administered by the Departments of Chemistry and Biology. The curriculum generally follows the recommendations of the American Society of Biochemistry and Molecular Biology (ASBMB). This is a rigorous and well-rounded program designed to accommodate the needs of a broad spectrum of students seeking a terminal or non-terminal bachelor of science degree in biochemistry.

Requirements

The major requires 55 credits in biochemistry, chemistry, and biology, including:

Biol 111 and 112 (General Biology I and II)
Biol 212 (Cell Biology lecture)
Biol 254 (Genetics lecture)
Biol 372 (Molecular Biology lecture)
Chem 103 and 104 (Principles of Chemistry I and II)
Chem 253 and 254 (Organic Chemistry I and II)
Chem 311 and 313 (Analytical Chemistry, and lab)
Chem 312 (Physical Chemistry lecture)
Biochm 383 and 385 (Biochemistry I and II)
Biochm 384 and 386 (Biochemistry Laboratory I and II)

In addition, biochemistry majors must complete two semesters of calculus (Math 140-141) and two semesters of calculus-level physics with laboratory (Phys 113-114; Phys 181-182).

Recommended for research experience: Biol 478-479 (Independent Study I and II) or Chem 481-482 (Advanced Laboratory I and II) or Chem 491-492 (Senior Thesis I and II)

Recommended for computer literacy:
CS 110 (Introduction to computing) and/or
Chem 408 (Chemical Computation) and/or
Biol 608 (Biophysical Instrumentation)

Recommended course sequence: Year 1: Biol 111-112, Chem 103-104, Math 140-141, two core courses. Year 2: Chem 253-254, Physics 181-182, Biol 212, three core courses. Year 3: Biochm 383-384, Biochm 311 and 313 (Fall), Chem 312 (Spring) and four distribution courses. Year 4: Biol 254 (Fall), Biol 372 (Spring), Independent Study or Advanced Laboratory, electives.

Double Major/Minor Policy

Students majoring in biochemistry may have a second major or a minor in any other department or program with the exception of the Biology and Chemistry Departments.

Honors and Transfer Policies

As this publication went to press, regulations regarding honors and transfer credit for the biochemistry major were being formulated. The most current information is available from the office of either the Biology or the Chemistry Department.

Pass/Fail Option

One mathematics or physics course required for the major may be taken on a pass/fail basis. *No courses in biochemistry, biology, or chemistry* required for the major may be taken on a pass/fail basis.

Courses

Biochm 383
Biochemistry I
In the first of a two semester sequence, the chemistry of life processes is discussed in terms of structure and biological function of proteins, nucleic acids, carbohydrates, lipids, and other cellular components. Special emphasis is given to protein structure and function, enzymology, carbohydrate metabolism, transport mechanisms, energy transformations, and photosynthesis. It is recommended that Biochm 385 be taken concurrently.
Prerequisites: Biol 210 or 212 and Chem 254, or permission of instructor.
3 Lecture Hrs, 3 Credits
Mr Hagar, Mr Sugumaran, Mr Laufer

Biochm 384
Biochemistry II
In the second of a two semester sequence, discussion of cellular function is continued. The topics are biochemistry and synthesis of nucleic acids and proteins, structural motifs in protein folding, metabolism of lipids and amino acids, nitrogen fixation, molecular immunology, hormones, ion channels, neurochemistry, biological applications of nuclear resonance and biochemical evolution.
Prerequisite: Biochm 383 or permission of instructor.
3 Lecture Hrs, 3 Credits
Mr Hagar, Mr Sugumaran, Mr Laufer

Biochm 385
Biochemistry Lab I
Laboratory course to complement Biochm 383. Experiments involving titration, purification and analysis of biological molecules. Provides training in such techniques as chromatography, electrophoresis, and enzyme kinetics.
Prerequisite: Chem 254.
Corequisite: Biochm 383 or permission of the instructor.
1 Lect Hr, 5 Lab Hrs, 3 Credits
Mr Sugumaran, Mr Hagar, Mr Laufer

Biochm 386
Biochemistry Lab II
Laboratory course to complement Biochm 384. Experiments involving high performance liquid chromatography, circular dichroism, optical rotary dispersion, nuclear magnetic resonance, photosynthesis and analysis of proteins, lipids, and carbohydrates.
Prerequisite: Biochm 385.
Corequisites: Biochm 384 or permission of the instructor.
1 Lect Hrs, 5 Lab Hrs, 3 Credits

Department of Biology

Faculty

Michael Rex, Professor and Chair; Professors Christine Armett-Kibel, Ruth Bennett (Emerita), Kamaljit Bawa (Distinguished Professor), Robert Guimond, Lawrence Kaplan (Emeritus), Fuad Safwat (Emeritus), Michael P Shiaris, Manickam Sugumaran, Richard White (University Research Professor), H Garrison Wilkes; Associate Professors Steven M Ackerman, Kenneth L Campbell, John P Ebersole, Ron Etter, William Hagar, Jeremy Hatch, Richard Kesseli, Kenneth C Kleene, Rachel Skvirsky, Robert Stevenson; Assistant Professors Gregory Beck, Solange Brault, Elizabeth A Davis, Joseph Gindhart, Andrea Novicki, Brian White

The Department

The discipline of biology is enormously diverse. A few of the many fields it encompasses are animal behavior, botany, cell biology, ecology, evolutionary biology, genetics, microbiology, molecular biology, and physiology. UMass Boston's Biology Department reflects the diversity of the discipline, not only in its faculty, but also in its students and its curriculum. CAS biology majors have a wide range of interests and aims. Some may have specific professional goals in mind (medical or environmental, for example); others may choose biology as a non-professional arts and sciences major. The diversity and depth of the department's course offerings support either approach to the study of living systems.

The Biology Major

Requirements

Requirements for the biology major include at least 61 credits in biology and related science and mathematics courses. Since the prerequisites are significant, appropriate planning is important (see the note on timing below). Additional advisory information is available in the booklet "Biology at UMB," which is available in the department office. The requirements are described in two parts: the biology "core" and additional requirements.

A. *The biology "core" of required introductory and intermediate courses:* 19 credits in biology and 22 credits in mathematics, physics and chemistry.

Biol 111 and 112 (General Biology I and II)
Chem 103 and 104 (Chemical Principles I and II)
Mathematics through at least one semester of calculus (Math 135 or Math 140).
Physics 107 and 108 (College Physics I and II), or Phys 113 and 114 (Fundamentals of Physics I and II)
Physics 181 and 182 (Introductory Physics Laboratory I and II)
Biol 210 (Cell Biology)
Biol 252 (Genetics)
Biol 290 (Population Biology)

Note on timing: Prospective majors are strongly advised to start their major courses as early as possible. In the first year they should take Biol 111-112, Chem 103-104, and especially mathematics: for Biol 210 and 252 the math placement exam with a score placing into Math 110 or above is a prerequisite. In the second year take at least Biol 210 and Biol 252, which is a prerequisite for Biol 290. Accordingly, students planning to take courses in evolutionary biology for which Biol 290 is a prerequisite (Biol 342, 348, 352, for example) should take Biol 252 at the first opportunity, usually in the fall term, since Biol 290 is currently offered only in the spring term. Chem 253-254 (Organic Chemistry) is a pre/corequisite for courses in biochemistry and molecular biology and should be taken in the second year by students with those interests.

B. Additional Requirements (Advanced Courses)

Biology majors must complete 20 credit hours of biology courses at the 300 level or higher, including a minimum of 4 credit hours in the laboratory. Up to eight of these required 20 credits may be taken in other departments, either (a) Chemistry 253-254 (Organic Chemistry I and II), or (b) with approval of the departmental chairperson, courses taken to complete the requirements of the Biobehavioral Studies Program. The following courses may not be counted toward this requirement: Biol 381, 478-479, 672-673.

Grade Point Average

To graduate with a major in biology, students must maintain a final grade point average of 2.0 in biology courses above the level of Biol 111-112 that are used to meet biology major requirements.

Students fulfilling the above requirements will receive the bachelor of science degree. The major requirements that apply are those in effect at the date of each student's matriculation. Requirements for the biology major changed in the fall of 1988 and again in the spring of 1995; the earlier versions can be consulted in the Biology Department office or in University catalogs for the appropriate year.

Exemptions (AP and CLEP)

(a) Students who have taken the Advanced Placement Examination in Biology and have scored "3" will be exempted from taking general biology at UMass Boston. (b) Students who score "4" or higher on the Advanced Placement Examination will be exempted from taking general biology at UMass Boston and will be granted four elective credits towards graduation. (c) CLEP: The Biology Department accepts a score of 50 and above on the CLEP exam. Students who meet this requirement will be exempted from General Biology I and II (Biology 111-112) and will receive six (6) credits.

The Biotechnology Track

Biotechnology utilizes molecular and cellular biological processes to make commercial products in a wide range of fields, from agriculture, health care, and organic chemistry, to environmental remediation. The biotechnology track within the biology major is designed primarily for students who wish to major in biology as a means to careers in research and development at biotechnology companies. This track also provides training for work in university or medical research laboratories, or for graduate school in biochemistry, molecular biology, or cell biology.

Students in the biotechnology track must complete the biology major core of basic science courses at the introductory and intermediate levels. In addition, those in the biotechnology track must complete Organic Chemistry I and II. Advanced work focuses on techniques and areas of biology that are important in the biotechnology industry. All required biology and chemistry courses must be taken with a laboratory.

Required Courses:

Basic Science Core (Introductory and Intermediate Courses):

Biol 111 and 112 (General Biology I and II)
Chem 103 and 104 (Chemical Principles I and II)
Mathematics through at least one semester of calculus (Math 135 or Math 140).
Phys 107 and 108 (College Physics I and II), or
Phys 113 and 114 (Fundamentals of Physics I and II)
Phys 181 and 182 (Introductory Physics Laboratory I and II)
Biol 210 (Cell Biology)
Biol 252 (Genetics)
Biol 290 (Population Biology)
Chem 253 and 254 (Organic Chemistry I and II)

Advanced Courses:

Biol 334 (Microbiology)
Biol 378 (Introduction to Immunology)
Biochm 383 (Biochemistry I)
Biochm 385 (Biochemistry Lab I)
Biol 370 (Molecular Biology)
Biol 395 (Biotechnology)

Honors

To graduate with honors in biology, it is necessary to complete satisfactorily a program of at least 3 credits in independent study in biology (Biol 478, 479). The biology faculty will confer departmental honors upon students who have:

1. maintained a cumulative average of 3.0 or higher.
2. obtained satisfactory grades in their advanced Biology courses. (Generally interpreted as a 3.0 average for all biology courses numbered 200 or above).

Department of Biology

3. written a thesis and given an oral presentation of their independent study project which, in the view of the biology faculty, merits the awarding of honors. Thesis presentations are scheduled near the end of each semester.

Pass/Fail Option

Not more than one course among the biology major requirements (including those in other departments) shall be taken on a pass/fail basis.

Transfer Credit Policy

In meeting requirements for graduation with a degree in biology, a transfer student must have completed at least 12 credit hours, including a minimum of 2 credit hours (6 class hours) in laboratory work, with the Biology Department at UMass Boston (or the equivalent at UMass Amherst). These biology courses will be at the 300 level or above unless approval is obtained for lower-level courses from the department chair. Please note: The following courses may not be counted toward this requirement: Biol 381, 444, 478-479, 672-673, and the 32 credits of clinical training in the biology and medical technology major.

The Major in Biology and Medical Technology

The major in biology and medical technology is designed for the student planning for a career as a medical technologist. The major enables students to combine the theoretical aspects of an undergraduate biology major with professional training in a clinical laboratory. Biology and medical technology students can fulfill requirements for the biology portion of the major in three years (if they attend full-time) and complete the medical technology requirements through a year of clinical training in the fourth year. This fourth year hospital program provides experience in clinical microbiology and chemistry, blood banking, hematology, body fluids, clinical immunology, and management. In most cases, tuition is waived for the year of professional training. Graduates in this major earn a BS in Biology and Medical Technology and become eligible for the Medical Technologist certification exam of the American Society of Clinical Pathologists.

The major in biology and medical technology is competitive. A cumulative grade point average of 2.5 or higher (overall and in the sciences) is required for application to the fourth-year hospital training program. Because competition is statewide for the limited number of hospital positions, admission to the hospital program is not guaranteed. Students not admitted to the clinical program, however, will have completed the requirements for a standard biology major, with the possible exception of one course (Biol 290). They can therefore easily complete the biology major. In addition, biology majors who have taken the appropriate courses can apply for the biology and medical technology major up to the application deadline for the hospital programs.

The major in biology and medical technology is intended for students wishing to work in a clinical setting who choose not to pursue graduate degrees upon completion of their undergraduate work. Students who complete the major will have a sound education in biology as well as the specific career skills of a medical technologist. The major is designed to address this specific career situation and to provide maximum flexibility for students.

Requirements

Majors in biology and medical technology complete a three-year, modified biology major and fulfill the general education requirements of the College of Arts and Sciences. In their final year, they complete a year of clinical training in a hospital-based medical technology program.

Before entering the clinical training program, biology and medical technology majors are required to take the following biology courses: Biol 111 and 112 (General Biology I and II), Biol 210 (Cell Biology), Biol 252 (Genetics), Biol 334 (Microbiology), Biol 378/380 (Introduction to Immunology), and Biol 302 (Histology). In addition, students choose from the following list to bring the total number of biology credits at the 290 level or above up to 15: Biol 290 (Population Biology), Biol 312/313 (Developmental Biology), Biol 316/318 (Neurobiology), Biol 317/319 (Endocrinology), Biol 337/339 (Comparative Animal Physiology), Biol 370/372 (Molecular Biology), Biochm 383 (Biochemistry I), or Biochm 385 (Biochemistry Lab I).

Majors are also required to take the following courses in chemistry, mathematics, and physics: Chem 103 and 104 (Chemical Principles I and II), Chem 253 and 254 (Organic Chemistry I and II), mathematics through at least one semester of calculus (Math 135 or 140), Phys 107 and 108 (College Physics I and II), and Phys 181 and 182 (Physics Laboratory I and II).

Note on timing: Majors in biology and medical technology are strongly advised to start their major courses as early as possible. If full-time, students should take Biol 111 and 112, Chem 103 and 104, and mathematics in the first year. In the second year, students should take at least Biol 210 (Cell Biology), Biol 252 (Genetics), and Chem 252 and 254 (Organic Chemistry I and II). Note that Biol 210 is a prerequisite for several upper level Biology courses, and that Biol 210, Biol 252, and Chem 104 are prerequisites for Biol 378/380 (Introduction to Immunology).

Regulations regarding honors, the pass/fail option, and transfer credit policy are the same for the major in biology and medical technology as for the major in biology. Additional information about the biology and medical technology major can be obtained from the Biology Department.

The Biochemistry Major

This major is jointly administered by the Departments of Chemistry and Biology. For further information, see the "Biochemistry Major" section of this publication.

Courses

Biol 101
The Basis of Life
The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Biol 102
Evolutionary Biology
Designed for students in the social sciences and humanities. Those areas of genetics, ecology, and evolution that form a unified approach to the study of organisms and populations. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Biol 104
Human Biology
A one-semester course designed for those who do not intend to major in biology. Topics are drawn from among the following: reproduction and development; human evolution and diversity; disease, and genetics. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Biol 105
Economic Botany
The origin, botanical relationships, domestication and history of plants useful to humans and of economic importance, emphasizing our dependence on cultivated plants, how plants have influenced diverse cultures over time, and our influence on the vegetation of the world. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Wilkes

Department of Biology

Biol 107
Extinction
An introductory survey for non-majors of the causes and implications of extinction in biological systems, at the level of the allele, the population, and the ecosystem. One field trip may be required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Wilkes

Biol 108
Introduction to Nutrition
Introduction to the elements of nutrition with emphasis on nutrition for humans; examination of food stuffs and nutritional quality, physiology of food utilization, food quality regulations, and the global ecology of food production. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Wilkes

Biol 109
Global Biological Change
Global change—its extent and its accelerating rate—is among the most pressing issues of the decade. This course explores ecology in the context of our endangered life support systems: atmosphere, climate, water, biodiversity, human population, agriculture, and energy use. It examines strategies which promote sustainable development for both developed and developing worlds. Background in the natural sciences is not required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Wilkes

Biol 111
General Biology I
An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 112
General Biology II
An integrated course stressing the principles of biology. Life processes are examined primarily at the organismal and population levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Prerequisite: Biol 111.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol Z200
Coastal Ecology
Investigations of the natural history and community dynamics of salt marshes, sea grass beds, mudflats, and beaches. Field and laboratory exercises on the adaptations and interactions of marine organisms are emphasized. Meets every weekday during five weeks of the summer at the University's field station on Nantucket.
Prerequisites: Biol 111 and 112 or equivalent, and permission of instructor.
40 Hrs Wk, 5 Credits

Biol 207
Anatomy and Physiology I
A study of the human organism, correlating structure and physiological mechanisms. Emphasis on skin, the special senses, and the skeletal, articular, muscular, nervous, and endocrine systems. Required of nursing and human performance and fitness majors.
Prerequisite: Biol 111 or equivalent.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Guimond

Biol 208
Anatomy and Physiology II
Continuation of Biol 207. Emphasis on the digestive, circulatory, respiratory, excretory, and reproductive systems. Required of nursing and human performance and fitness majors.
Prerequisite: Biol 207.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Guimond

Biol 209
Medical Microbiology
An introduction to viruses, bacteria, fungi, and protozoa which may be pathogenic to humans and animals; and to immunology, epidemiology, and clinical microbiology. The laboratory introduces sterile techniques, maintenance of pure cultures, isolation, identification, and immunological methods. For nursing majors. Biology majors should take Biol 334 for microbiology.
Prerequisites: Biol 111; Chem 103 and 104, or Chem 107 and 108, or equivalent.
Distribution Area: Natural Sciences.

Biol 210
Cell Biology
A study of structure and function of cells including physiological and biochemical processes of cells, membranes, subcellular organelles, and of specialized cells. Specific topics include synthesis and mode of action of biological macromolecules, flow of information and energy, mode of enzyme action, cell-to-cell communication, and membrane functions such as transport.
Note: Students (non-biology majors) who do not wish to take the laboratory portion of this course should register for Biol 212.
Prerequisites: Biol 111 and 112, Chem 103, Placement into Math 110 or higher on Math Placement Test.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr White, Mr Gindhart

Biol 212
Cell Biology (Lecture)
The description of this course is the same as Biol 210; this course consists of lecture sections only; there is no laboratory. Biology majors should take Biol 210.
Prerequisites: See Biol 210.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr White, Mr Gindhart

Biol 252
Genetics
The basic principles of heredity, studied through an integrated presentation of molecular and classical (Mendelian) genetics. Topics include the nature of the hereditary material, structure of chromosomes, and patterns of inheritance.
Note: Students (non-biology majors) who do not wish to take the laboratory portion of this course should register for Biol 254.
Prerequisites: Biol 111 and 112; Chem 103; placement into Math 110 or higher on Math Placement Test.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Skvirsky, Mr Kesseli

Biol 254
Genetics (Lecture)
The description of this course is the same as Biol 252; this course consists of lecture sections only; there is no laboratory.
Prerequisites: See Biol 252.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Ms Skvirsky, Mr Kesseli

Department of Biology

Biol 290
Population Biology
This course examines evolution, and the growth of populations, developing principles and applying them to such issues as interaction among species, social behavior, presentation of genetic variation in domestic species, ecology of human pathogens, control of insect pests, and the organization of ecosystems. The course includes two field trips.
Prerequisites: Biol 252 or 254, and Math 110. Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Ms Brault

Biol 302
Histology
A survey of the structure and organization of tissues and organ systems, primarily of mammals. Cellular physiology is considered as it relates to structure, ultrastructure, and staining characteristics.
Prerequisite: Biol 210.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Harrison

Biol 312
Developmental Biology and Embryology
This course analyzes the development of multicellular animals and plants, by examining major developmental processes: growth, gene expression, cell interaction, morphogenesis, and pattern regulation. Lectures use experimental evidence to explore the commonality of mechanisms in differing organisms. Basic labs provide experience with materials and methods, and help clarify changing three-dimensional relationships. Additional labs investigate vertebrate embryology in greater detail.
Note: Students wishing to take this course with fewer lab hours for fewer credits should enroll in Biol 313.
Prerequisites: Biol 210 and 252; Chem 103.
3 Lect Hrs, 6 Lab Hrs, 5 Credits
Ms Davis

Biol 313
Developmental Biology and Embryology (Lecture)
The description of this course is the same as Biol 312; Biol 313 has fewer lab hours. Students wishing to take this course with additional lab hours for more credits should enroll in Biol 312.
Prerequisites: Biol 211 and 252; Chem 103.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Davis

Biol 316
Neurobiology
The basic physiology of the nervous system, muscles, and sense organs; their organization into functional units.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 318.
Prerequisite: Biol 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Novicki

Biol 317
Endocrinology
The study of hormone physiology and biochemistry in the context of organismal regulation and coordination. Includes hormone chemistry, control and regulation of hormone production, and the cellular and biochemical nature of hormone action. Emphasis on mammalian systems and on laboratory and clinical investigations of the endocrine system.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 319.
Prerequisite: Biol 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Campbell

Biol 318
Neurobiology (Lecture)
The description of this course is the same as Biol 316; this course consists of lecture sections only; there is no laboratory.
Prerequisite: Biol 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Novicki

Biol 319
Endocrinology (Lecture)
The description of this course is the same as Biol 317; this course consists of lecture sections only; there is no laboratory.
Prerequisite: Biol 210 or 212 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Campbell

Biol 320
Vascular Plants
The anatomy, morphology, and evolution of the major groups of vascular plants.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 322.
Prerequisite: Biol 210 or 212.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 321
Plant Physiology
A study of plant function with emphasis on nutrition, translocation, metabolism, signal transduction and gene expression, photosynthesis and respiration, hormonal controls during vegetative and reproductive growth, and responses to environmental signals and stresses.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 323.
Prerequisites: Biol 210, Chem 104, Math 110.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 322
Vascular Plants (Lecture)
The description of this course is the same as Biol 320; this course consists of lecture sections only; there is no laboratory.
Prerequisite: Biol 210 or 212.
3 Lect Hrs, 3 Credits

Biol 323
Plant Physiology (Lecture)
The description of this course is the same as Biol 321; this course consists of lecture sections only; there is no laboratory.
Prerequisites: same as for Biol 321.
3 Lect Hrs, 3 Credits

Biol 328
Plant Life
An advanced survey of plant diversity, the major groups, their organization and reproduction, the elements of taxonomy and economic botany of vascular plants, and the major issues of conservation biology.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 329.
Prerequisites: Biol 210 and 252, or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 2-3 Field Trips, 4 Credits
Mr Wilkes

Biol 329
Plant Life (Lecture)
The description of this course is the same as Biol 328; this course consists of lecture sections only; there is no laboratory.
Prerequisites: Biol 210 and 252, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Wilkes

Biol 330
Biology of Fishes
The evolution, ecology, genetics, taxonomy, and structure of fish. Biological problems of general interest are emphasized, such as breeding systems, genetics of sex determination, evolution by means of chromosome duplication, environmental physiology, and migration.
Prerequisites: Biol 210 and 252 or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 331
Biology of Marine Invertebrates
Essential background for those planning to concentrate in organismic biology, evolution, ecology, or applied environmental science. The course covers life histories, ecological roles, adaptations, morphologies, evolution, and classification of marine invertebrate animals. Laboratory includes field trips to local marine communities.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 333.
Prerequisite: Biol 210 or 252.
3 Lect Hrs, 6 Lab Hrs, 5 Credits
Mr Rex

Department of Biology

Biol 333
Biology of Marine Invertebrates (Lecture)
The description of this course is the same as Biol 331; this course consists of lecture sections only; there is no laboratory.
Prerequisite: Biol 210 or 252
3 Lect Hrs, 3 Credits
Mr Rex

Biol 334
Microbiology
The study of viruses, bacteria, algae, fungi, and protozoa, to include their characterization, classification, and relationship to humans and the environment. Lecture topics include microbial biochemistry, cell biology, genetics, taxonomy, pathogenic bacteriology, food and industrial microbiology, and ecology. The laboratory emphasizes aseptic techniques to isolate, culture, observe, and identify bacteria.
Prerequisites: Biol 210 and Chem 104.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Shiaris

Biol 337
Comparative Animal Physiology
Considers physiological principles and problems in a phylogenetic perspective. An integrated view of physiological solutions from the cellular to organismal level is used to discuss adaptations to environments and constraints on life history. Major topics to be considered include temperature responses, biological clocks, allometry, respiration, circulation, energetics, locomotion, and salt and water balance. Note: Students who do not wish to take the laboratory portion of this course should register for Biol 339.
Prerequisites: Biol 210, Chem 104, Math 110.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Stevenson

Biol 338
Insect Life
This course considers physiological and other adaptations that account for the survival and success of insect life. The laboratory deals primarily with the diversity of insects. Brief consideration is also given to the relationship of insects to humans.
Prerequisites: Biol 210 and 252.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biology 339
Comparative Animal Physiology (Lecture)
The description of this course is the same as Biol 337; this course consists of lecture sections only; there is no laboratory.
Prerequisites See Biology 337.
3 Lect Hrs, 3 Credits
Mr Stevenson

Biol 342
Ecology
A course in population and community ecology. Topics include theory and case studies of population dynamics, competition, predation, niche concepts, life history strategies, behavioral interactions, energetics and productivity, community structure and organization, and biogeography.
Prerequisite: Biol 290, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr. Ebersole

Biol 343
Ecology Laboratory
Field trips to local terrestrial and marine communities, laboratory studies of population dynamics and interactions between species, and analytical approaches to ecological data. Some field trips may be scheduled on Saturdays. (Course offered in even-numbered years, fall term.)
Corequisite or prerequisite: Biol 342.
1 Lect Hr, 3 Lab Hrs, 2 Credits

Biol 344
Ornithology
The biology of birds, with emphasis on problems of wider biological interest in ecology and behavior.
Prerequisite: Biol 210 or 252.
Corequisite: Biol 345.
3 Lect Hrs, 3 Credits
Mr Hatch

Biol 345
Ornithology Laboratory
Laboratory and field work in ornithology.
Prerequisite: Biol 210 or 252.
Corequisite: Biol 344.
3 Lab Hrs, 1 Credit
Mr Hatch

Biol Z346
Maritime Ecology Research
Supervised research on the adaptations and interactions of organisms of the beaches, salt marshes, sand dunes, and embayments of Nantucket. Meets every weekday during five weeks of the summer at the University's field station on Nantucket.
Prerequisite: Biol 210 or 252.
40 hrs wk, 5 Credits

Biol 348
Animal Behavior
The course deals with some topics in the physiology and development of behavior and more extensively with social organization, communication, and ecological aspects of behavior. Emphasis on the function and evolution of behavior.
Prerequisite: Biol 290 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Hatch

Biol 349
Methods in Ethology
Observational and experimental analyses of the behavior of a variety of species. Laboratory studies, films, and field trips.
Corequisite: Biol 348.
5 Lab Hrs, 1 Disc Hr, 3 Credits
Mr Hatch

Biol 352
Evolution
Evolution as the unifying concept of biology. Topics include population genetics, adaptive strategies, sex and breeding systems, speciation and population differentiation, fossil histories, evolution of man.
Prerequisites: Biol 290 and 252, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Rex, Mr Etter

Biol 353
Evolution Laboratory
Laboratory investigations of evolutionary processes, including simulations of population genetics, biometric analyses of adaptive morphological features in natural populations, experiments on mimicry, field trips to systematic museum collections and local natural habitats, and phylogenetic analysis of land snails. Concepts of experimental design and statistical analysis are emphasized. (Course offered in the spring semester of even-numbered years.)
Corequisite: Biol 352.
3 Lab Hrs, 1 Disc Hr, 2 Credits

Biol 370
Molecular Biology
The molecular biology and biochemistry of gene expression in procaryotes and eucaryotes. Topics include DNA structure/physical biochemistry, recombinant DNA technology, techniques in research, DNA synthesis, RNA synthesis, protein synthesis, operons, chromatin structure and gene regulation, oncogenes, hormones and growth factors and signal transduction, transposons, mutagenesis and repair, flowering, photosynthesis, development, circadian rhythms, etc. Laboratories emphasize basic research techniques.
Prerequisites: Biochm 383 and 385, or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Ackerman

Biol 372
Molecular Biology (Lecture)
The description of this course is the same as Biol 370; this course consists of lecture sections only; there is no laboratory.
Prerequisites: Biochm 383, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ackerman

Department of Biology

Biology 378
Introduction to Immunology
An introduction to the principles of immunology including definition of antigens and antibodies, specificity of the immune response, immunoglobin structure, the genetics of immunoglobin synthesis, cellular cooperation in the immune response, mechanism of inflammation, transplantation, diseases associated with responsiveness of the immune system.
Prerequisites: Biol 210 and 252 and Chem 104, or permission of the instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Beck

Biol 380
Introduction to Immunology (Lecture)
The description of this course is the same as Biol 378; this course consists of lecture sections only; there is no laboratory.
Prerequisites: See Biol 378.
3 Lect Hrs, 3 Credits
Mr Beck

Biol 381
Special Topics
Detailed study of a specialized field of biology. Several topics may be offered each semester.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1 Credit

Biol 444
Cooperative Education Field Placement in Biology
A work placement in an off-campus biological laboratory or field setting where a student carries out an approved project comparable in depth and scope to an advanced undergraduate biology course. The department appoints one or more faculty to serve as co-sponsors. All placements are for six months. Full-time: six credits. Half-time: three credits.
Prerequisites: Junior standing; Biol 210 and 252; cumulative grade point average of 2.5 or higher in all courses, and grade point average of 2.5 or higher in science and mathematics courses.
Hrs by arrangement, 3-6 Credits

Biol 478
Independent Study I
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. The course is normally taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for a full year. This course can be taken in the summer. Biol 478 and 479 do not count toward biology major requirements. Laboratory and field work.
Prerequisites: 2nd semester junior standing and permission of a research director.
Hrs by arrangement, 1-3 Credits

Biol 479
Independent Study II
See Biol 478.

Graduate Courses

All 600-level courses with the exception of Biol 698 and 699 are open to advanced undergraduates who meet prerequisites and have permission of the instructor.

Biol 601
Marine Ecosystems
The structure and function of coastal marine habitats including rocky intertidal areas, sandy beaches, tidal and mud flats, estuaries, salt marshes, soft bottom areas and plankton. The course will review the physical regime, flora and fauna of these environments and case histories of community organization.
Prerequisites: Undergraduate course in ecology and permission of instructor.
3 Lect-Disc Hrs, 3 Credits

Biol 602
Plant Molecular Biology
This course focuses on molecular mechanisms of gene regulation, gene expression patterns during development and differentiation, molecular responses to light, plant genetics, the evolution of genomes, plant biotechnology, and the molecular biology of the regulation of physiological processes in plants. Lecture topics integrate molecular biology, plant genetics, plant physiology, and plant evolution. The syllabus includes a core of basic lectures introducing students to the field of plant molecular biology.
Prerequisites: Biol 320, 321, 322, or 323; and 675 or 676; or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 603
Theories of Community Structure
Theoretical aspects of community development and organization including demography, competition, predation, life history strategies, trophic structure, community stability, and equilibrium and non-equilibrium models of species diversity. The course emphasizes rigorous mathematical and graphical approaches.
Prerequisite: Biol 342, or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 605
Field Sampling Methods and Data Analysis
Statistical principles of research design integrated with field techniques, to measure parameters of community structure. Field exercises involve application of the principles learned in lectures and the use of typical sampling equipment to solve environmental questions. Laboratory and field work.
Prerequisites: Biol 342 and 343, or equivalent, or permission of instructor.
3 Lect Hrs, 6 Lab Hrs, 5 Credits

Biol 608 (Phys 608)
Biophysical Instrumentation
A lecture and laboratory course on the application of microcomputers and microprocessor-based electronics to laboratory experiments in the biological and physical sciences. Emphasis is on techniques for interfacing the microcomputer with laboratory experiments for automated data acquisition, data reduction and analysis, information display and real-time control of experiments.
Prerequisites: Senior or graduate status, advanced laboratory work in major, familiarity with a programming language, or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits
Mr Stevenson

Biol 612
Advanced Cell Biology
The analysis of gene transfer and expression at the cellular level, including the nature of metabolic systems and the factors governing their regulation.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3-5 Credits

Biol 613
Topics in Archaeological Botany
Laboratory tutorial: Recovery, identification, and analysis of macroscopic plant remains, pollen, and spores from archaeological and geological deposits; interpretation of the data derived and their botanical, archaeological, and paleo-ecological applications. Since course content varies from semester to semester, this course may be taken more than once for credit.
Prerequisite: Permission of instructor; Biol 610 or equivalent. The number of credit hours will be determined by prior consultation with instructor.
3 Lab-Disc Hrs per Credit, 2-5 Credits
Mr Kaplan

Biol 614
Advanced Cell Chemistry
The methodology of cell analysis, with emphasis on macromolecules and intermediary metabolites.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3-5 Credits

Biol 615
Immunology
Selected topics in immunology are studied in depth, using the current literature. Topics are chosen for relevance and current interest, or for their challenging, even controversial nature.
Prerequisite: Biol 315 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Beck

Department of Biology

Biol 619
Theory and Techniques of Electron Microscopy
This intensive course in scanning and transmission electron microscopy will provide practical experience in tissue preparation, darkroom procedures, microtomy, and the use of microscopes. The theory of the techniques and the basic physics of the microscopes will be presented in lectures. Each student will compile a portfolio of micrographs.
Prerequisites: Biochm 383 and 385, or comparable training; or permission of instructor.
Hrs by arrangement, 4 Credits

Biol 622
Concepts and Methods in Cytology
The structural basis of cellular and subcellular functions, with practical experience in methods of visualizing cellular structure.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-5 Credits

Biol 626
Molecular Genetics of Bacteria
In-depth examination of genetic and molecular processes in bacteria and their associated viruses. Coverage of classical bacterial genetics as well as modern molecular genetic analysis. Topics include genetic transfer processes, gene regulation, mutagenesis and repair, plasmids, transposons, gene fusion methodologies, and protein secretion. Emphasis is given to current experimental approaches and research design.
Prerequisite: Biology 252 or equivalent
3 Lect Hrs, 3 Credits
Ms Skvirsky

Biol 627
Bacterial Physiology
A rigorous biochemical examination of the bacterial cell. Lectures focus on bacterial cytology, physiology, and genetics. Areas of current research are emphasized. Students are expected to read primary literature and prepare an in-depth review paper on a special topic.
Prerequisites: Biol 334 and Biochm 383, or equivalent. 3 Lect Hrs, 3 Credits
Mr Shiaris

Biol 628
Microbial Ecology
The functions, roles, and ecology of microorganisms in the environment, emphasizing biogeochemical cycling of elements. Topics for special concentration are chosen from the following: microbial diversity, evolution, interactions, aquatic or soil microbiology, and sewage microbiology. The course focuses on relating molecular and biochemical mechanisms to ecological principles. Readings are assigned from classical and current scientific literature for class discussion. An in-depth review paper on a special topic is required.
Prerequisites: Biol 334 or 342, and permission of instructor. 3 Lect Hrs, 3 Credits
Mr Shiaris

Biol 632
Advanced Evolution
An inquiry into the modern synthetic theory of evolution with emphasis on population genetics, ecological genetics, evolution of dominance, genetic homeostasis, canalization and genetic theory of polymorphism.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

Biol 635
Population Genetics and Diversity
A quantitative approach to the concept of populations and the evolutionary forces affecting them. The course analyzes the interactions among forces and the resulting dynamics of population structure. Toward the end of the semester, the course shifts its primary emphasis from lecture to discussion in order to cover current topics in population genetics. Topics include, among others, the theory and application of tools necessary for assaying genetic variation in natural populations, DNA fingerprinting in forensics, the evolution of sex, and the genetics of rare and endangered species.
Prerequisites: Biology 252 and 352 or equivalent.
3 Lect Hrs, 3 Credits
Mr Kesseli

Biol 638
Advanced Ecology
Concepts of population and community ecology. Topics covered may include population dynamics, life history strategies, theory of r- and K-selection, competition, predation, community organization, and species diversity. Particular emphasis is placed on the relationship between theoretical and empirical ecology. A weekly tutorial provides the opportunity for greater discussion of material covered in lecture. Emphasis changes from year to year.
Prerequisite: Biol 342 or permission of instructor.
2 Lect Hrs, 1 Disc Hr, 3 Credits

Biology 639
Conservation Biology
The principles of conservation biology are drawn from such various biology subdisciplines as ecology, evolution, genetics, and biogeography. This course begins with an analysis of the distribution of biodiversity; then examines the patterns of biodiversity loss at all levels from genes to ecosystems; and concludes with a discussion of the causes, consequences, and solutions of the crisis. Topics include the assessment and monitoring of species diversity, conservation genetics, the theory of island biogeography, habitat loss and forest fragmentation, human impacts on biodiversity, the design of nature reserves, the economic valuation of biodiversity, and sustainable use of biodiversity.
Prerequisites: Biol 342 and 352.
3 Lect-Disc Hrs, 3 Credits
Mr Bawa

Biol 640
Principles of Qualitative Modeling in Biology
A mathematical analysis of biological systems, with emphasis on qualitative rather than quantitative approaches. Signed digraphs (Loop Analysis), matrices, and computer programming will be used. In addition, notions of feedback, stability and other global properties of systems will be presented. During the work sessions, students will be grouped to solve problems. At the completion of the course students will be competent to distinguish the various methods, assess their strengths and limitations, and apply them to biological systems of interest.
3 Lect-Disc Hrs, 3 Credits

Biol 641*
Quantitative Population Modeling
Fundamentals of mathematical models of population dynamics. The course examines such single species models as stability analysis, life tables, and analysis of matrix models; as well as competition and predation model forms. More advanced topics include spatial structure, stochastic versus deterministic models, harvesting models, and individual-based models. Participants review and discuss population viability analysis and other applications in conservation biology. The course combines lectures, discussion of current literature, and hands on, computer-based model development using Matlab software.
Prerequisites: Math 135 or 140 or equivalent, Biol 342 or equivalent, and permission of instructor.
3 Lec Disc Hrs, 3 Credits
Ms Brault

*Course pending final University approval

Biol 642
Biogeography
A study of geographical distribution patterns in plants and animals. Includes historical and descriptive aspects of the distributions of organisms, experimental and comparative tests of island biogeography theory, the population genetics and evolutionary strategies of colonizing species. Independent research by students is presented to the class in seminar form.
Prerequisites: Biol 342 and 352 or equivalents. Some knowledge of statistics and calculus highly recommended.
Hrs by arrangement, 3 Credits
Mr Rex

Biol 643
Behavior and Ecology of Seabirds
Adaptations of seabirds to the marine environment with particular reference to breeding biology and feeding strategies; other topics of current interest in behavioral ecology. Lectures or lecture and field work.
Prerequisite: Permission of instructor.
Hrs by arrangement, 2-5 Credits
Mr Hatch

Department of Biology

Biol 644
Current Topics in Marine Mammal Ecology
The biology of marine mammals (pinnipeds, cetaceans, sirenians), with emphasis on applied population ecology and conservation issues. Topics include phylogeny, adaptation to marine environments, effects of human exploitation, case studies of population recovery, and multi-species interactions.
Prerequisites: Biol 342 or equivalent, or permission of instructor.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Ms Brault

Biol 645
Ecological and Evolutionary Aspects of Plant-Animal Interactions
Coevolution of plants and animals is examined in an ecological context. Interactions to be examined include pollination, seed predation, herbivory, and grazing. Topics of discussion include the role of these interactions in the regulation of community structure. Although the main emphasis is on tropical communities, there is also some discussion of alpine, temperate, and desert communities.
Prerequisites: Biol 290, and 342 or 352 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bawa

Biol 646
Pollutants in Marine Food Chains
Examination in depth of the entry of selected pollutants into the oceans, their movements, distribution and effects within marine organisms. Where possible, case studies from New England will be used.
Prerequisite: Organic Chemistry, Physiology, Ecology, and permission of instructor.
Hrs by arrangement, 2 Credits

Biol 650
Scientific Communication
Required of all graduate students in biology and environmental sciences/environmental biology; usually taken in the second year. This course covers the storage and retrieval of scientific information (including searching of computerized data bases); the design of tables, figures, and other graphics; the writing of technical reports and papers; and the preparation of posters and publications. Writing, oral presentations and other assignments, and attendance at the weekly departmental seminar, are required.
Prerequisite: Admission to graduate study in biology at either the master's or the doctoral level.
3 Credits

Biol 652
Biological Diversity and Evolution
This course is an inquiry into the origin and evolution of patterns of biological diversity. It presents an overview of the Earth's biogeochemical history, and discusses theories of life's origin, the diversification of metazoans during the Phanerozoic, and the nature and causes of periodic mass extinction events. Biological diversity is considered at the molecular, population, and community levels.
Prerequisites: Enrollment in Environmental Biology track of Environmental Sciences Graduate Program.
3 Lect Hrs, 3 Credits

Biol 653
Current Literature in Environmental Biology
A series of one-credit seminar courses focusing on subfields of environmental biology, to help students develop the habit of keeping up with recent developments through reading scientific journals. The seminars also provide a forum for oral presentations where students can get comment and critique of their scientific progress.
Prerequisite: Permission of instructor.
1 Seminar Hr, 1 Credit

Biol 658 (EnvSci 658)
Environmental Physiology
A discussion course exploring in detail the mechanisms by which organisms adapt to their environment, and highlighting the interplay among cellular function, physiological function, and the ecology of the organism.
Prerequisites: Biol 210 or 212 and 337; or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 660
Seminar in Developmental Biology
Current problems in developmental biology. Topics include molecular and cellular differentiation, and pattern determination.
Prerequisites: Biol 312 or 314, and permission of instructor.
3 Sem-Disc Hrs, 3 Credits

Biol 662
Photobiology
The photochemical reactions that occur in biological systems. Major topic areas are properties of light energy, utilization of light energy by photosynthetic organisms, mechanism of visual transduction, photochemical triggering mechanisms for developmental processes.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Biol 664
Computer Analysis of DNA and Protein Sequences
A lecture and laboratory course that focuses on using computers to 1) predict the structure of RNA and protein; 2) search DNA and protein sequence databases; 3) align protein and DNA sequences; 4) deduce from DNA sequences a gene's structure and mechanism of regulation; 5) design cloning strategies; and 6) choose oligonucleotide primers for DNA sequencing and polymerase chain reactions. The course emphasizes the significance and limitations of computer analyses in biological research.
Prerequisites: An advanced undergraduate course or a graduate course in molecular genetics (Biol 370, Biol 675, or Biol 626), and permission of instructor.
1 1/2 Lect Hrs, 3 Disc Hrs, 3 Credits
Mr Kleene

Biol 666
Seminar in Neurobiology
Structure, function, and development of sensory receptors, neurons, and muscles.
Prerequisites: Biol 316 or 318 and permission of instructor.
3 Lect Hrs, 3 Credits

Biol 668
Cellular and Molecular Endocrinology
A laboratory and seminar course on selected aspects of endocrinology, emphasizing laboratory investigations of such topics of current interest in endocrinology as molecular control of the synthesis of hormones, complete elucidations of the mechanisms of hormone action, and methods of modulating fertility and development.
Prerequisites: Chem 253, Biol 317 or Biochm 383, and permission of instructor.
2 Lect-Seminar Hrs, 6 Lab Hrs, 4 Credits
Mr Campbell

Biol 670
Tissue Culture
A seminar and laboratory course on the principles and methods of culturing cells, tissues, and organs of animals and plants. Topics include growth factors, differentiation and morphogenesis in vitro, cell cloning, protoplast fusion, and the production of hybridomas for monoclonal antibodies. Students also apply tissue culture methods to individual research projects.
Prerequisites: Biol 313 or permission of instructor.
2 Sem Hrs, 6 Lab Hrs, 4 Credits
Ms Davis

Biol 672-673
Directed Readings in Biology
Selected readings in advanced areas of biology with guidance and regular discussion.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-3 Credits

Department of Biology

Biol 675
Advanced Molecular Biology
A lecture and laboratory course covering the biosynthesis and regulation of RNA, DNA, and proteins in eukaryotic organisms. The course examines the importance of gene regulation in oncogenesis, levels of gene expression, and development; as well as regulation by structure and function (chromosome structure and translational regulation); basic research techniques; and current recombinant DNA methodology. Please note: Labs meet every other week, for a total of seven hours every two weeks.
Prerequisites: Biol 370 or 372, or permission of instructor.
3 Lect Hrs, 3 1/2 Lab Hrs, 4 Credits

Biol 676
Advanced Molecular Biology Lecture
A lecture only course covering the same material as Biol 675; no lab work is required.
Prerequisites: Biol 370 or 372, or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 677
Advanced Eukaryotic Genetics
A broad spectrum of readings in plant, animal and fungal genetics on such topics as segregation distortion, the control of sex determination, modes of asexual reproduction, inheritance of cytoplasmic genomes, self incompatibility systems, transposable elements, and genetic mapping.
Prerequisites: Biology 252 or equivalent.
3 Lect Hrs, 3 Credits
Mr Kesseli

Biol 678
Protein Chemistry and Enzymology
A lecture and laboratory course on various aspects of protein chemistry and enzymology. Emphasis is on purification, characterization, structure, function, mechanism of action, kinetics, and regulatory aspects of enzymes. Topics also include the practical and theoretical aspects of affinity chromatography and other separation techniques, immobilization of enzymes and other biomolecules, enzyme kinetics, and the analytical and industrial use of soluble and insoluble enzymes.
Prerequisites: Biochm 383 and Biol 372, and permission of instructor.
3 Lect Hrs, 7 Lab Hrs, 5 Credits

Biol 679
Protein Chemistry and Enzymology Lecture
A lecture only course covering the same material as Biol 678; no lab work is required.
Prerequisites: Biochm 383 and Biol 372, and permission of instructor.
3 Lect Hrs, 3 Credits

Biol 685
Biomedical Tracers
A seminar and laboratory course describing the types and uses of physical tracers in the biomedical sciences. Covers theory and application of various tracers (immunoglobins, radioisotopes, lectins, enzymes, chromogen labels, spin labels, heavy isotopes, and particles), instrumentation for their detection, and general methods. The laboratory includes demonstrations and short projects chosen by the students and the instructor.
Prerequisites: Chem 253; Biol 317 or 319, or Biochm 383, and permission of instructor.
2 Lect-Seminar Hrs, 6 Lab Hrs, 4 Credits
Mr Campbell

Biol 691
Advanced Ethology
Examination in depth of topics in the biological study of behavior-ethology with particular reference to communication and the evolution of social behavior. Lecture-discussions, occasional lab exercises and field trips.
Prerequisites: Graduate student or senior standing; Biol 360 or Biol 348, and permission of instructor.
Hrs by arrangement, 3 Credits
Mr Hatch

Biol 697
Special Topics in Biology
A field of current interest in biology is examined in detail.
Prerequisite: Permission of instructor.
Hrs by arrangement, 2-5 Credits

Biol 698
Projects in Biology
A substantial written report based on library research or an original project such as curriculum design, design of teaching aids and exercises or critique of a book or theory. No more than 6 credits of this course may be applied to the master's degree. The credit may be applied over more than one semester. Biol 698 and Biol 699 are mutually exclusive.
Hrs by arrangement, 6 Credits

Biol 699
Thesis Research
Substantial laboratory or field research resulting in a master's thesis. This course may not substitute for Biol 698 (these two courses are mutually exclusive). No more than 10 credits of this course may be applied to the master's degree. The credit may be applied over more than one semester.
Hrs by arrangement, 10 Credits

Biology of Human Populations Program

Director

Associate Professor Lawrence S Greene

The Program

The program is designed to expose interested biology majors to a number of anthropology courses, primarily in biological anthropology. A second goal is to assure that anthropology majors concentrating in biological anthropology achieve a strong foundation in the basic biological sciences. The program should be of particular interest to premedical and predental students and to anthropology and biology majors considering graduate work in areas involving the biology of human populations. Applications to the program from non-matriculated students require the approval of the director.

Requirements

Any student majoring in anthropology or biology may also choose to enter the Biology of Human Populations Program. Program participants are required to take the courses listed below. All courses within the student's major count toward departmental major requirements as well as toward program requirements.

Anthropology

Anth 103 (Introduction to Cultural Anthropology)
Anth 212 (Human Variation)
Anth 316 (Nutrition, Growth, and Behavior)

and two from the following list of courses

Psych 270 (Statistics)
Anth 313 (Developmental Models in Human Evolution)
Anth 317 (Human Epidemiology)
Anth 412 (Issues in Biological Anthropology)

Department of Chemistry

Biology of Human Populations Program

Biology

Biol 111, 112 (General Biology I and II)
Biol 210 (Cell Biology)
Biol 252 (Genetics)
or
Biol 254 (Genetics/lecture only)
Biol 290 (Population Biology

and one from the following list of courses:

Biol 312 (Developmental Biology and Embryology)
Biol 313 (Developmental Biology and Embryology/lecture only)
Biol 316 (Neurobiology)
Biol 318 (Neurobiology/lecture only)
Biol 317 (Endocrinology)
Biol 319 (Endocrinology/lecture only)
Biol 342 (Ecology)
Biol 352 (Evolution)
Biochm 383 (Biochemistry I)

A grade point average of 2.0 or better is required for successful completion of the program. Courses taken on a pass/fail basis may not be used to satisfy program requirements. Non-matriculated students who meet all program requirements receive a certificate of completion.

Transfer Credit Policy

The approval of transfer credits will be considered on a case-by-case basis by the program director.

Information

For further information students should contact the program director in the Anthropology Department.

Faculty

Leverett Zompa, Professor and Chair; Professors Joseph S Alper, JP Anselme, Robert I Gelb, Daniel A Laufer, Thomas N Margulis, Paul McDonagh, Hans van Willigen, Chi-Hua Wang, Associate Professors Robert L Carter, John Reardon, Marietta H Schwartz, John Warner, Walter Weibrecht;
Instructor Kenneth F Cerny

The Department

The Chemistry Department at UMass Boston, located in the Science Building, enjoys modern well-equipped laboratories and state-of-the-art equipment.

The program has been designed to prepare students for the challenges that face the chemist in a modern society. Graduates may go directly into industry or may continue their education at the graduate level in chemistry, medicine, dentistry, or other fields. Both lectures and discussion sections in most first and second year courses are conducted by faculty members who bring to the subject their experience in teaching and research to help make students aware of current developments in the field. Faculty direct laboratories as well, and with the aid of teaching assistants, are able to give individual attention to smaller groups of students during laboratory sessions.

Active research participation by undergraduate students is highly encouraged. Working closely with individual faculty members in the laboratory, students attain a high level of scientific experience and professional maturity.

Requirements

The Major

For the BA in Chemistry

The department requires 40 credits in chemistry, including the following courses:
Chem 103 and 104 (Principles of Chemistry I and II)
Chem 253 and 254 (Organic Chemistry I and II)
Chem 311 and 313; Chem 312 and 314 (Analytical and Physical Chemistry, and labs)
Chem 369 and Chem 379 (Chemical Structure, and lab)
Chem 370 and Chem 371 (Inorganic Chemistry, and lab)

In addition, chemistry majors must complete two semesters of calculus (Math 140-141) and two semesters of calculus-level physics with laboratory (Phys 113-114; Phys 181-182).

For the BS in Chemistry

All requirements for the BA plus:

I. one of the following courses:

Chem 351 (Qualitative Organic Analysis)
Biochm 383, 385 (Biochemistry I and II, with labs)
Chem 361 (Analytical Instrumentation)

II. two additional courses from the following list:

A. any chemistry elective at or beyond the 300 level
B. any physics elective beyond Phys 114
C. any mathematics elective beyond 141
D. any biology course
E. any computer science course (CS 110 is recommended)
F. any geography course

For the ACS Certified BS in Chemistry

The Chemistry Department has been authorized by the American Chemical Society to offer an ACS-certified BS degree in chemistry. Requirements for this degree include all courses required for the BA, plus:

I. Chem 351 (Qualitative Organic Analysis)

II. Chem 361 (Analytical Instrumentation)

III. Two additional chemistry electives at or beyond the 300 level. Chem 481-482 (Advanced Laboratory) or Chem 491-492 (Senior Thesis) are particularly recommended.

For the Combined BS/MS Degree in Chemistry

The Chemistry Department now offers a combined BS/MS degree track, designed to offer talented and motivated students the opportunity to attain a master's degree in five years. Students who plan to enter this program should have a solid high school record, particularly in chemistry, mathematics, physics, and English. Requirements for this degree include:

I. All courses required for the BA.

II. The requirements for the MS degree in chemistry (33 credits). The master's program is described in the University's graduate bulletin.

III. A minimum of 11 credits of elective chemistry courses, chosen from departmental offerings.

The student completing these requirements will receive both the BS in chemistry and the MS in chemistry. No degree is awarded until the requirements are complete. To be retained in the program, students must maintain a GPA of 2.0 in undergraduate chemistry and biochemistry courses and a GPA of 3.0 in graduate chemistry courses.

Admission to this program is by application only. Complete information is available at the department office.

Grade Point Average

To graduate with the major in chemistry (the BA, BS, or the ACS-certified BS), the student must have a final grade point average of 2.0 in chemistry.

Department of Chemistry

Pass/Fail Option

Please note: No chemistry courses, and no more than one mathematics or physics course required for majors, may be taken on a pass/fail basis, and then only with prior departmental approval.

The Minor

Students majoring in another discipline may minor in chemistry. Chemistry minors take both elementary and advanced courses that expose them to a variety of areas in the field, and to both theoretical and laboratory work. Students wishing to minor in chemistry take Chem 103, 104, 253, and 254. These basic courses are prerequisite for all of the department's advanced courses. Minors then take one of the following pairs of courses: Chem 311 and 313; or Chem 312 and 314; or Biochm 383 and 385; or Chem 369 and 379; or Chem 351 and one other relevant advanced course (300 or above), to be approved by the department. Students wishing to minor in chemistry should first discuss their plans with a member of the faculty. No courses taken on a pass/fail basis can be counted toward the minor.

Recommendations

Beyond the minimum requirements for the degree, chemistry majors are encouraged to take elective courses chosen from among the following offerings: Chem 351 (Organic Qualitative Analysis), Biochm 383 and 385 (Biochemistry), Chem 361 (Analytical Instrumentation), and Chem 478 (Readings in Chemistry). Research participation for credit generally begins in the junior or senior year with enrollment in Chem 481 and 482 (Advanced Laboratory in Chemistry I & II) or Chem 491 and 492 (Senior Thesis in Chemistry I & II). In addition to the preceding undergraduate offerings, qualified students may enroll for undergraduate credit in the department's offerings for the Master's Degree Program in Chemistry. Suitable courses are: Chem 693 (Topics in Physical Chemistry), Chem 653 (Polymer Chemistry), Chem 694 (Topics in Organic Chemistry), Chem 658 (Medicinal Chemistry), Chem 670 (Topics in Inorganic Chemistry), Chem 601 and 602 (Chemical Dynamics I & II), Chem 611 and 612 (Chemical Structure I & II), and Chem 621 and 622 (Chemical Synthesis I & II). Additional course work in mathematics, physics, or biology is also encouraged.

Any student interested in majoring in chemistry should immediately contact the Chemistry Department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the student's interests.

Advanced Work

The department encourages its majors to take Chem 481 and 482 (Advanced Laboratory) or Chem 491 and 492 (Senior Thesis). These courses generally provide a unique learning experience for the undergraduate scholar. Students are guided in advanced level laboratory work by members of the faculty in the faculty members' research laboratories.

Honors

Students may be awarded departmental honors in chemistry by satisfying either of the following sets of requirements:

Option One:
1. maintaining a cumulative average of at least 3.0, and
2. maintaining a cumulative average in chemistry courses of at least 3.5.

Option Two:
1. maintaining a cumulative average of at least 3.0,
2. maintaining a cumulative average in chemistry courses of at least 3.3,
3. satisfactorily completing a minimum of three credit hours of Chem 491-492 (Senior Thesis in Chemistry), and
4. satisfactorily defending a thesis that the Chemistry Department faculty deems worthy of honors recognition.

Transfer Credit Policy

Approval of the department chairperson is required for transfer credit to fulfill major requirements. A minimum of 16 credit hours must be taken within UMass Boston's Chemistry Department; these courses must be at or above the 300 level.

Note: Students may not receive graduation credit for more than one introductory two-course sequence in chemistry. Thus, a student can receive credit for either Chem 101, or 103, or 107; and for either Chem 102, or 104, or 108.

The Biochemistry Major

This major is jointly administered by the Departments of Chemistry and Biology. For further information, see the "Biochemistry Major" section of this publication.

Double Major/Minor Policy

Students majoring in chemistry may minor in another department or program, or may undertake a double major in another department or program; but may not undertake a double major in biochemistry.

Courses

Chem 101
Chemical Science I
First semester of a one-year introductory course for non-science majors. The basic principles of atomic theory, the periodic table, chemical bonding, thermochemistry, environmental chemistry, and nuclear chemistry. This course is intended for students of the social sciences and humanities.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Ms Schwartz, Mr Warner

Chem 102
Chemical Science II
Second semester of a one-year introductory course for non-science majors. Systematic descriptive chemistry and the chemistry of biological substances. This course is intended for students of the social sciences and humanities.
Prerequisite: Chem 101.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Chem 103
Chemical Principles I
Introduction to the fundamental principles of chemistry including atomic structure, stoichiometry, the periodic table of the elements, chemical bonding, molecular structure, and states of matter based on kinetic theory. Laboratory work presents an introduction to methods of quantitative chemical techniques. This course is intended for majors in any of the sciences, including predental, premedical, and pre-engineering students.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Margulis, Mr Reardon, Mr Weibrecht

Chem 104
Chemical Principles II
Introduction to acid-base systems, elementary thermodynamics, chemical kinetics and equilibria, electrochemistry, oxidation-reduction reactions, and a survey of the chemical properties of elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis. This course is intended for majors in any of the sciences, including predental, premedical, and pre-engineering students.
Prerequisite: Chem 103.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Mr Carter, Mr Reardon, Mr Weibrecht, Mr Zompa

Chem 107
Introduction to Chemistry I
A survey of the theoretical principles of general inorganic chemistry. Topics include atomic and molecular structure, bonding, chemical reactions, solution, pH, stoichiometry, and radiochemistry. This course is intended for students of nursing. (Course offered in the fall only.)
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr, 4 Credits
Mr McDonagh

Department of Chemistry

Chem 108
Introduction to Chemistry II
A brief survey of organic and biological chemistry. Topics include structure, nomenclature, and the nature of organic compounds. Emphasis is on preparation for biological applications. Carbohydrates, lipids, proteins, and nucleic acids are introduced. The structures and metabolism of important biochemical molecules are considered. This course is intended for students of nursing. (Course offered in the spring only.)
Prerequisite: Chem 107.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr, 4 Credits
Mr McDonagh

Chem 200
Nutrition
Fundamental concepts of nutrition and the biochemistry of nutrients. The foods are studied as sources of energy, minerals, and vitamins; also the requirements and chemical functions of each are considered. The course also deals with deficiency diseases, dyes, and food additives.
Prerequisite: Chem 108 or equivalent.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Mariani

Chem 253
Organic Chemistry I
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification and identification of organic compounds by classical and instrumental methods. (Course offered in the fall only.)
Prerequisite: Chem 104.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Ms Schwartz, Mr Cerny

Chem 254
Organic Chemistry II
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification, and identification of organic compounds by classical and instrumental methods. (Course offered in the spring only.)
Prerequisite: Chem 253.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits
Ms Schwartz, Mr Cerny

Chem 311
Analytical Chemistry
This course is an introduction to analytical and solution chemistry. Topics include solubility, acid-base, redox and complexation equilibria and ionic activity coefficients with applications to gravimetric, titrimetric, chelometric, electrolytic and spectrophotometric methods of analysis. Equilibrium principles are applied to a variety of separation techniques as well. (Course offered in the fall only.)
Prerequisites: Chem 254, Math 140, Phys 113.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Alper, Mr Margulis

Chem 312
Physical Chemistry
This is an introductory course in chemical thermodynamics, kinetic theory and classical chemical kinetics. Topics include the First, Second, and Third Laws of Thermodynamics with special application to chemical transformations. Phase equilibria and the phase rule are discussed in detail. A discussion of chemical kinetics includes rate laws, order, molecularity, and activation parameters. (Course offered in the spring only.)
Prerequisite: Chem 311.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Alper, Mr Margulis

Chem 313
Analytical Chemistry Laboratory
This course provides practical laboratory experience with a variety of analytical methods. These include titrimetric, spectrophotometric, conductometric, potentiometric and electrolytic methods as well as ion exchange and solvent extraction separations. (Course offered in the fall only.)
Prerequisite: Chem 254.
Corequisite: Chem 311.
1 Lect Hr, 3 Lab Hrs, 2 Credits
Mr Gelb, Mr Alper

Chem 314
Physical Chemistry Laboratory
This is a laboratory course designed to illustrate various topics discussed in Chemistry 312 and to introduce data analytical methods including statistics and error propagation. (Course offered in the spring only.)
Corequisite: Chem 312.
1 Lect Hr, 3 Lab Hrs, 2 Credits
Mr Gelb, Mr Alper

Chem 351
Organic Qualitative Analysis
Theory and practice in organic compound separation and identification employing classical and instrumental methods. (Course offered in the fall only.)
Prerequisite: Chem 254.
1 Lect Hr, 6 Lab Hrs, 3 Credits
Mr Anselme

Chem 361
Analytical Instrumentation
Principles and use of instrumental methods in analysis. (Course offered in the spring only.)
Prerequisites: Chem 311 and 369.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr van Willigen, Mr Zompa

Chem 369
Chemical Structure
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. (Course offered in the fall only.)
Corequisite: Chem 379.
Prerequisites: Chem 104, Math 141, Phys 114 and one physics laboratory.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Alper, Mr Margulis

Chem 370
Inorganic Chemistry
Discussion of the fundamental principles of theoretical and descriptive modern inorganic chemistry. (Course offered in the spring only.)
Prerequisite: Chem 369.
Corequisite: Chem 371.
3 Lect Hrs, 1 Disc Hr, 4 Credits
Mr Carter, Mr Zompa

Chem 371
Inorganic Chemistry Laboratory
This course provides practical laboratory experience in synthesis, reactivity, and characterization of inorganic compounds. (Course offered in the spring only.)
Prerequisite: Chem 369.
Corequisite: Chem 370.
1 Lect Hr, 3 Lab Hrs, 2 Credits
Mr Carter, Mr Zompa

Chem 379
Chemical Structure Lab
Spectroscopy applied to chemical problems. Absorption and emission spectra, magnetic resonance and mass spectroscopy are used in the laboratory work. (Course offered in the fall only.)
Corequisite: Chem 369.
3 Lab Hrs, 1 Disc Hr, 2 Credits

Chem 408
Chemical Computation
A survey of methods of chemical data acquisition, analysis, and graphical presentation, with emphasis on the use of personal computers for such purposes.
Prerequisites: Chem 311 and 313 or permission of instructor.
3 Lect/Lab Hrs, 3 Credits

Department of Chemistry

Chem 444
Cooperative Education Field Experience in Chemistry
The Cooperative Education Program in Chemistry places students in work assignments directly related to chemistry. Three credits are awarded for a full-time, six-month assignment; fewer credits are awarded for part-time placement. Credits are awarded only upon successful completion of the prospectus. A maximum of six credits may be earned through the program.
Prerequisites: Chem 311 and 313; or Chem 369 and 370; a cumulative grade point average of 2.5.
Hrs by arrangement, 1-3 Credits

Chem 470
Chemical Applications of Group Theory
Application of symmetry and group theoretical methods to various aspects of chemistry. Foundations cover basic definitions and theorems, molecular symmetry, symmetry groups and group representations. Applications to bonding include hybridization of atomic orbitals and symmetry-adapted molecular orbital theory. Spectroscopic applications include electronic (crystal field theory) and vibrational spectroscopy. (Course offered in the fall only.)
Corequisites or Prerequisites: Chem 198 and 369.
2 Lect Hrs, 2 Credits
Mr Carter

Chem 476
Historical and Philosophical Background of Selected Chemical Theories
This course presents the historical and philosophical background of selected basic chemical theories. For each theory chosen, participants review the science in its present form, study older theories that explained the same phenomena, and explore the history of the development from the older to the newer theory. Philosophical questions concerning the structure of scientific theories are also discussed.
Prerequisites: Chem 311 or Chem 369 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Alper

Chem 478
Readings in Chemistry
Topics vary depending on instructor.
Hrs by arrangement, 1-4 Credits

Chem 479
Readings in Chemistry
See Chem 478.

Chem 481
Advanced Laboratory in Chemistry I
Special laboratory topics under individual guidance by faculty member. (Course offered in the fall only.)
Prerequisites: Chem 254 or 256 and any two of the following: Chem 311, 312, 369, 370.
3-12 Lab Hrs, 1-4 Credits

Chem 482
Advanced Laboratory in Chemistry II
See Chem 481. (Course offered in the spring only.)

Chem 491
Senior Thesis in Chemistry I
Original investigation by the student under the guidance of the faculty advisor. An oral presentation before the chemistry faculty is required. (Course offered in the fall only.)
Prerequisites: Chem 254 and any two of the following: Chem 311, 312, 369, 370.
12 Lab Hrs, 4 Credits

Chem 492
Senior Thesis in Chemistry II
See Chem 491. (Course offered in the spring only.)

Graduate Courses

Chem 601
Chemical Dynamics I
Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 4 Credits

Chem 602
Chemical Dynamics II
Three or four selected topics of interest to students and staff involved. Typical subjects include molecular transport processes and the kinetic theory, photochemistry and excitation transfer processes, surface and electrode rate processes, particle collision dynamics and reactivity, irreversible thermodynamics, interaction of radiation and matter, and molecular state transitions.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 3 Credits

Chem 611
Chemical Structure I
Structure determination and theory. Three or four molecules of interest to the students and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 4 Credits

Chem 612
Chemical Structure II
In tutorial form. Individual students study advanced structure topics with appropriate staff members.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 3 Credits

Chem 621
Chemical Synthesis I
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 4 Credits

Chem 622
Chemical Synthesis II
The synthesis and characterization of a number of representative organic and inorganic compounds.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 3 Credits

Chem 653
Polymer Chemistry
An introductory survey of polymer chemistry including polymer structure and stereochemistry, characterization of polymers, categories of polymers, synthesis of reactants, and polymerization reactions and their mechanisms. The course explores why and how polymers are tailor-made. Emphasis is placed on polymer chemistry as an interdisciplinary and unique area of chemical science.
Prerequisites: Chem 254 and 311 or equivalent.
3 Lect Hrs, 3 Credits

Chem 658
Medicinal Chemistry
This graduate and upper level professional course presents principles of medicinal chemistry. Organized along pharmacological lines, the course considers the development and design of drugs, those a) acting on the central and peripheral nervous systems; b) acting on the cardiovascular, hematopoietic, and renal systems; and c) acting as chemotherapeutic agents, vitamins, and hormones. Special emphasis is given to drugs used in emergencies and to drugs described in the United States Pharmacopoeia and the National Formulary. Syntheses of important compounds in the various categories are presented.
Prerequisite: Chem 254 or equivalent.
3 Lect Hrs, 3 Credits

Chem 691
Seminar I
(Course offered in the fall only.)
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 1 Credit

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Chem 692
Seminar II
(Course offered in the spring only.)
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 1 Credit

Chem 693
Topics in Physical Chemistry
Topical discussions, each based on elementary principles of physical chemistry and progressing toward recent developments in the field.
Prerequisites: Chem 311 and 369.
3 Lect Hrs, 3 Credits

Chem 694
Topics in Organic Chemistry
Topical discussions of selected topics of current interest in organic chemistry. Open to graduate students and advanced undergraduates.
Prerequisite: Chem 254 or equivalent.
3 Lect Hrs, 3 Credits

Chem 695
Topics in Inorganic Chemistry
Topical discussions in selected areas of current interest in inorganic chemistry.
Prerequisite: Chem 370.
3 Lect Hrs, 3 Credits

Chem 696
Independent Study
Study of a particular area of chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-10 Credits

Chem 697
Special Topics in Chemistry
Graduate level readings in various areas of chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-10 Credits

Faculty

Frank Nisetich, Professor and Chair; Professors George Koniaris, Emily A McDermott; Assistant Professor Kenneth S Rothwell, Jr.

The Department

The Department of Classics concerns itself with the civilizations of ancient Greece and Rome in all aspects—linguistic, literary, religious, and archaeological. The foundation of the program is the traditional study of the classics, with emphasis on mastery of the Greek and Latin languages. The major in classical studies provides students an opportunity to study classical culture through a disciplined program based mainly on works read in translation; the major in classical languages requires upper-division study of the great works of Greece and Rome in the original.

Classical studies courses designated Clsics (Clsics 281, etc.) require no knowledge of Greek or Latin. Classical language courses in the original language—Greek or Latin—are designated accordingly (Grk 211, Lat 101).

Requirements

Classical Studies Major

I. Classics 281 (Greek Civilization) and Classics 282 (Roman Civilization). With departmental approval, History 301 and/or History 302 may be counted toward this requirement.

II. Five additional classics courses. Courses in Greek or Latin beyond those required (in III below) may be substituted for up to two of the required classical studies courses.

III. Two semesters of Latin or Greek at a level appropriate to the student's preparation, in accordance with posted departmental guidelines.

At least four of the courses taken for the major must be at the 300 level. Classics 161 may not be counted toward the major.

Classical Languages Major

I. Ten courses in Greek and/or Latin.

II. Any two classical studies (Clsics) courses, or two additional courses in classical language.

III. Four additional classics courses at or beyond the 200 level, at least two of which must be at the 300 level. One of these four courses may be from an allied department. A 300-level course in Greek or Latin may be substituted for one of the required classics courses.

At least four of the courses taken for the major must be at the 300 level. Classics 161 may not be counted toward the major.

The Minors in Classical Studies and Classical Languages

Students majoring in another discipline may wish to deepen and enrich their understanding by minoring in classical studies, or in a classical language (Latin or Greek). These students must take a total of six courses to complete the minor program of study. The requirements for these minors are as follows:

Classical Studies Minor

I. Six classics courses, of which no more than two may be at the 100 level, and at least two of which must be at the 300 level.

II. Latin or Greek language courses may be substituted for up to two of the required six classics courses. Latin 101 or Greek 101 may only be counted if the second semester of the elementary sequence (Latin 102 or Greek 102) has also been taken.

III. With departmental approval, one of the six courses may be taken in an allied department.

Classical Languages Minor

I. At least five courses in one of the classical languages.

II. A sixth course, which may be in either classical language or in classical studies. If taken in the student's non-primary classical language, this course must be at or above the level of Latin or Greek 102.

Classics 161 may not be counted toward the minor.

Honors

Departmental honors candidates must have an overall average of 3.0 and a departmental average of 3.5. The program consists of two semesters of work undertaken in the candidate's senior year and culminating in a senior honors thesis (Clsics 490-491, Grk 490-491, or Lat 490-491).

Transfer Credit Policy

All courses in Latin and Greek at the 100-200 level at post-secondary institutions are transferable; Latin and Greek courses at the 300-level are transferable with departmental permission. All courses in classics (not given in the original language) at post-secondary institutions are transferable; courses of this kind that have no exact equivalent at UMass Boston are transferable with departmental permission. At least two 300-level courses, and three other departmental courses, including Clsics 495, must be taken at UMass Boston.

Overseas Programs

Information about overseas programs in Greece or Italy can be obtained from the chairperson.

Department of Classics

Classics Courses

Clsics C171
The Greeks
Selected masterpieces of Greek literature (Homer, the tragedians, Plato, Aristophanes) are read in modern English translation. Background lectures and discussions emphasize characteristic values of ancient Greek civilization.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Clsics C172
The Romans
Selected masterpieces of Roman literature (Virgil, Plautus, Cicero, Horace, Livy) are read in modern English translation. Background lectures and discussions emphasize characteristic Roman values.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Clsics 161
Word Power
The debt our language owes to Latin and Greek. An introductory consideration of English vocabulary, word formation, and word origins. Suggested as an aid to basic skills development and to general language awareness.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Clsics 281
Greek Civilization
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by a text and lectures on cultural and historical backgrounds. Discussion of Homer, the tragedians (Aeschylus, Sophocles, Euripides) Aristophanes, Plato (Greece). Introduction to archaeological and artistic materials.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Clsics 282
Roman Civilization
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by a text and lectures on cultural and historical backgrounds. Discussion of Cicero, Catullus, Virgil, Ovid, Petronius (Rome). Introduction to archaeological and artistic materials.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Clsics 283
Heroes, Wars, and Quests
The Iliad and Odyssey of Homer, the Aeneid of Virgil; intensive study of the background, meaning, and influence of ancient epic poetry, with some attention to minor ancient epics and developments of epic poetry in later periods.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Clsics 284
Greek and Roman Mythology
The analysis, background, and lasting influence of Greek and Roman myths. Some consideration of the ancients' beliefs about divinity, worship and ritual practices. Both primary (ancient authors) and secondary (modern) sources are used.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Clsics 285
Greek and Roman Tragedy
A survey of the monumental dramatic production of fifth century Athens including the works of Aeschylus, Sophocles, and Euripides. Background on period, tragic genre and theater conventions; influence on Rome and tragedies of Seneca.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Clsics 286
Greek and Roman Comedy
The origins of Western comedy through a reading of selected works (Aristophanes and Menander—Greece; Plautus and Terence—Rome).
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Clsics 287
Women in Greek Society and Literature
Readings in English translation of works of Greek literature dealing with women and their place in society. Particular attention is given to the social, historical, religious and economic forces that shaped gender roles in Greek society, and to the gulf between the roles of women in society and their images in literature.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Clsics 288
The Women of Rome
Readings in English translation of works of Roman literature dealing with women and their place in society. Consideration of the social structures and forces that affected gender roles in Roman society. Particular attention is given to typologies of women in Roman literature.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Clsics 385
Greek and Roman Religion
The ancients' belief in, and worship of, the ancient gods; oracles, mysteries, cults. Both primary sources (ancient authors in translation) and modern secondary sources are used.
Prerequisite: Clsics 284 or permission of the instructor.
3 Lect Hrs, 3 Credits

Clsics 390
The Heroines of Greek Drama: Problems in Analysis
An in-depth consideration of the heroines of Greek tragedy and comedy, as shaped by literary, psychological and sociological factors. Emphasis is given to academic methodology and original research.
Prerequisite: Clsics 287 or permission of the instructor.
3 Lect Hrs, 3 Credits

Clsics 391
Greek and Roman Historiography
Major Greek/Roman historians. Consideration of development of historical writing, historians' concepts of causation, literary techniques; primary and secondary sources.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

Clsics 395
Ancient Lyric Poetry
The poetry of Sappho, Alcaeus, Pindar and other Greek lyricists; their influence on Catullus and Horace; historical, religious, social and political background of ancient lyric poetry.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

Clsics 478, 479
Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 1-3 Credits

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Clsics 490
Honors Program
Extensive reading in one broad segment of classical literature culminating in a written examination.
Prerequisites: 3.5 major average, 3.0 overall average, senior standing, permission of instructor.
Wkly Conf, 3 Credits

Clsics 495
Senior Seminar
For majors only.
Prerequisite: Senior standing.
Hrs by arrangement, 3 Credits

Clsics 499
Honors Thesis
A substantive review of a subject approved by the individual instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

Classical Language (Greek, Latin) Courses

Greek Courses

Grk 101
Elementary Greek I
Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook with Greek 102. (Course offered in the fall only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Grk 102
Elementary Greek II
A continuation of Greek 101.
(Course offered in the spring only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Grk 211
Intermediate Greek
Review of basic principles and introductory reading of a prose author: Plato, Lysias. (Course offered in the fall only.)
Distribution Area: Foreign Languages.
Prerequisite: Grk 102 or permission of instructor.
3 Lect Hrs, 3 Credits

Grk 222
Intermediate Greek II: Homer
Introductory reading in the Iliad or Odyssey; continuation of Greek 211; credit may be applied toward any departmental major. (Course offered in the spring only.)
Note: Either Greek 222 or Greek 224 is a prerequisite for all Greek courses at or beyond the 300 level. Students may not receive credit for both Greek 222 and 224.
Prerequisite: Grk 211 or permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Grk 224
Intermediate Greek II: Plato
Introductory reading in the Apology; continuation of Greek 211; credit may be applied toward any departmental major. (Course offered in the spring only.)
Note: Either Greek 222 or Greek 224 is a prerequisite for all Greek courses at or beyond the 300 level. Students may not receive credit for both Greek 222 and 224.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Grk 301
Attic Orators
Selected readings in Lysias, Demosthenes, and other major orators; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 302
Plato
Readings in selected dialogues; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 303
Aeschylus
Reading of selected tragedies; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 304
Sophocles
Reading of selected tragedies; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 305
Euripides
Reading of selected tragedies; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 306
Aristophanes
Reading of selected comedies; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 307
Herodotus
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 308
Thucydides
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 309
Lyric Poetry
Selections from lyric and elegiac poets; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 310
Epic Poetry
Advanced reading of Homer's Iliad and/or Odyssey; background and scholarship. Required for departmental major in Greek and combined major in Greek/Latin.
3 Lect Hrs, 3 Credits

Grk 478
Independent Study
Directed projects in Greek language and literature.
Hrs by arrangement, 1-3 Credits

Grk 479
Independent Study
See Grk 478.

Grk 490
Honors
Special projects in Greek language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

Grk 491
Honors
See Grk 490.

Latin Courses

Lat 101
Fundamentals of Latin I
Designed to complete a standard basic textbook with Latin 102. (Course offered in the fall only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Lat 102
Fundamentals of Latin II
Continuation of Latin 101. (Course offered in the spring only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Lat 211
Intermediate Latin
Review of basic principles and introductory reading of a prose author (Cicero, Livy). Students with 3 years of high school Latin may qualify. (Course offered in the fall only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Lat 222
Ovid—Metamorphoses
Continuation of Latin 211. Credit may be applied to major. (Course offered in the spring only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits
Note: Latin 222 is a prerequisite for all Latin courses at or beyond the 300 level.

Lat 301
Cicero
Reading in Cicero's orations, philosophical, or rhetorical works; background and scholarship.
3 Lect Hrs, 3 Credits

Department of Classics

Lat 302
Caesar
Reading in the works of Caesar; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 303
Roman Comedy
Reading in the plays of Plautus and Terence; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 304
Catullus
Reading in the poems of Catullus; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 305
Roman Elegy
Reading in Tibullus and Propertius and other Latin elegiac poets; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 306
Tacitus
Reading in the historical works of Tacitus; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 307
Sallust
Reading in the historical works of Sallust; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 308
Livy
Reading in the historical works of Livy; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 309
Lucretius
Reading "On the Nature of Things;" background and scholarship.
3 Lect Hrs, 3 Credits

Lat 310
Virgil
Reading in the works of Virgil with primary emphasis on the Aeneid; background and scholarship. Required for Latin majors, and for combined Greek/Latin majors.
3 Lect Hrs, 3 Credits

Lat 311
Petronius
Reading in the Satyricon; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 312
Horace
Reading in the works of Horace; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 313
Juvenal
Reading in the satires of Juvenal; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 478
Independent Study
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

Lat 479
Independent Study
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

Lat 490
Honors
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

Lat 491
Honors
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

Collegiate Seminars

These seminars are designed for students in their first two years at the University (60 credits or less) and for advanced transfer students in their first semester in CAS. Enrollment is therefore limited to students in these two categories. In the College of Arts and Sciences curriculum, these seminars, along with English composition courses, play an important role in the College's commitment to meeting the University's general education objectives. In particular the seminars emphasize

- analytical reading, writing, and listening;
- logical thought; and
- effective speaking and writing.

Specifically, Collegiate Seminars serve to introduce students to three aspects of intellectual work at the university level:

- understanding—through reading, thinking, and interpreting;
- acting—through searching, identifying, questioning, probing, assessing, and disputing; and
- reporting—through sharing, expressing, and presenting both orally and in writing.

The seminars present a variety of disciplinary and interdisciplinary topics, and students are exposed to the forms of written and oral discourse most appropriate for projects in the seminar's particular topic or field of inquiry. Frequent written work enables them to keep track of questions, perceptions, findings, data, procedures, and conclusions. Class size in all seminars is small enough for discussion, student panels and reports, and group workshops, in order to help students shape and articulate their own ideas.

Courses

Core C110
Cultural History
Cultural history is the study of the collective experience of a given society as it persists and changes over time. The course introduces issues of evidence, reasoning, interpretation, and presentation in developing the cultural history of a specific society during a limited period of time. Methods of documentary research are emphasized. Topics vary by section.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Division of Communication and Theatre Arts

Collegiate Seminars

Core C120
Controversy
An introductory exploration of the nature, methods, contexts, and conduct of intellectual disagreement. Each section studies in detail a small number of significant controversies in the humanities, natural sciences, or social sciences. The course provides instruction and frequent practice in analyzing the substance, logic, and rhetoric of controversial arguments. Topics vary by section.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Core C130
Identity and Community
Each seminar section uses a different topic to examine, through readings, discussion, research, and analysis, how personal identity and human diversity are understood, represented, and contested in a variety of communities (e.g., families, neighborhoods, schools, workplaces, towns and cities, nations and the planet). Topics vary by section.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Core C140
Quantitative Issues in Public Policy
A seminar using quantitative data and mathematical reasoning to discuss public policy. Detailed study of a small number of policy issues involving quantitative arguments, with frequent reference to graphs, charts, and other representations of quantitative information. Instruction and practice in critical analysis of: quantitative information, logical argument, research design, and presentation of research results. Topics vary by section.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Core C150
Reading and Understanding
An introduction to the careful reading of texts. A "text" in this seminar can be literature, journalism, film, visual art, or musical composition. Students receive instruction in how to approach a text, recognize its genre and conventions, ask questions about it, and appraise and interpret it. Topics vary by section.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Faculty

Mark Schlesinger, Associate Professor and Director; Associate Professors Cathryn Nelson, Margaret Pappalardo Musmon; Assistant Professor Robert Bertone; Lecturers John Conlon, Ron Nash

The Division

The Division of Communication and Theatre Arts is concerned with human communication in many forms. The division's mission is to focus on how students seek information and receive messages of all kinds; how students can reflect critically on the messages and information they take in, so as to interpret and transform them; and how students can use the written and spoken word, the visual arts, and technology and other media, in relation to one another, to develop and express their thinking and feeling.

The Division offers a bachelor of arts major in theatre arts and minors in theatre arts and dance. In addition, the Communication Program affords students majoring in other subjects the opportunity to pursue a track emphasizing communication skills, theory, and media.

The Programs

The Major in Theatre Arts

Theatre arts is concerned with the lively art of theatre in all its myriad forms, including play production, design, and performance; dramatic literature; playwriting; dance; broadcasting; and comedy. The UMass Boston major in theatre arts provides knowledge, ability, and experience for undergraduates to pursue further study or training, to enter the expanding world of regional theatre, to teach and direct theatre in schools, and to become active members of the theatre community.

The Certificate Program in Communication

The Communication Program provides matriculated and non-matriculated students with opportunities to develop skills in the use of communication media and in the critical analysis of communication. Designed to complement the student's major field of study, the Communication Program helps participants learn to analyze and understand the communication process—a valuable skill to have in any field the student may choose to enter.

Requirements

The Major in Theatre Arts

Required courses for the major in theatre arts include:

ThrArt 111 (The Traditions of Western Drama)
ThrArt 123 (Stagecraft I) *or*
ThrArt 223 (Stagecraft II)
ThrArt 235 (Introduction to Directing I) or
ThrArt 236 (Introduction to Acting I)
ThrArt 230 (Workshop in Drama) (2)

Three courses in dramatic literature, one of which may be taken from the offerings of another department; three advanced courses in theatre arts (300 level or above).

In all, a minimum of eleven semester courses in theatre arts is required for graduation.

The Certificate Program in Communication

The program's foundation courses in communication studies are taught within a broad interdisciplinary framework. Each student also takes elective courses in three different areas, offered by various departments in the College of Arts and Sciences; these provide more concentrated study and opportunities to acquire skills in areas of individual interest. A student's work in the Communication Program can be relevant to graduate study or to a professional career. Successful completion of the program is noted on the student's transcript.

The Minor in Theatre Arts

Required courses include:

1. One course from among the following:
   - ThrArt 111 (Traditions of Western Drama)
   - ThrArt 121 (Styles and Techniques of Comedy)
   - ThrArt 122 (Styles and Techniques of Tragedy)
2. One course from among the following:
   - ThrArt 123 (Stagecraft)
   - ThrArt 125 (Speech and Movement)
   - ThrArt 126 (Speech/Oral Interpretation)
   - ThrArt 235 (Introduction to Directing I)
   - ThrArt 236 (Introduction to Acting I)
   - ThrArt 250 (Introduction to Playwriting)
   - ThrArt 260 (Introduction to Scene Design)
   - ThrArt 261 (Introduction to Costume Design)
3. ThrArt 226 (Play Reading)
4. ThrArt 230 (Workshop in Drama)

5, 6. Two courses at the 300-400 level.

In all, a total of six theatre arts courses.

Division of Communication and Theatre Arts

The Minor in Dance

Required courses include:

1. ThrArt 130 (Understanding Dance)
2. One course from among the following:

   ThrArt 131 (Dance for the Stage)
   ThrArt 132 (Ballet)
   ThrArt 133 (Jazz)
   ThrArt 134 (Modern Dance)

3. Three courses from among the following:

   ThrArt 200 (Musical Theatre)
   ThrArt 330 (Pedagogy of Dance)
   ThrArt 331 (Choreography)
   ThrArt 332 (Ballet II)
   ThrArt 355 (Lighting Design)

4. One course from among the following:

   ThrArt 230 (Workshop in Drama)
   ThrArt 232 (Dance Theatre Workshop)

Honors

Majors who have shown extraordinary ability and accomplishment, and who have a minimum 3.0 cumulative average and a 3.5 in theatre arts courses, have the opportunity to do an honors project in ThrArt 479. Students should apply in the second semester of their junior year. The honors project must be approved by the honors committee of the department and must reflect a high level of competency in an area of theatre arts of particular interest to the student. It might take the form of a research paper on theatre history, a design project, an original play, or an extended work of dramatic analysis or criticism. The student will make a formal presentation and defense of the completed project before the honors committee. Honors in theatre arts will be awarded by the honors committee on the basis of overall academic performance and the work done on the honors project.

Pass/Fail Policy

No more than one course applied toward the major can be taken on a pass/fail basis.

Transfer Credit Policy

At least six courses must be taken within the department at UMass Boston. Students wishing to transfer credit should consult with the department.

Special Programs

Nantucket

In addition to courses offered in the summer session in Boston, Theatre Arts offers the equivalent of a full semester's credit in a special program in playwriting and performance on Nantucket Island during July and August. The program consists of a four-course sequence in playwriting, performance, production, and design. This sequence gives participants the opportunity to examine and develop scripts, translate dialogue into character development, and integrate elements of performance preparation and production design into their work. Each script is analyzed from the perspectives of the director, designer, and performer in order to illustrate what each member of a production team needs and how the author can most effectively convey his or her vision to those responsible for staging the work.

Winter session

Each January Theatre Arts offers two intensive courses in areas not usually taught in other semesters. Recent offerings have included writing and acting for television, acting and producing staged readings of original plays, some from the Nantucket Program, and work in technical aspects of theatre.

Internship Program

On occasion, qualified upper class students may receive academic credit for work in theatre outside the University. Consult catalog listing under "ThrArt 435 (Internship Program)."

Creative Writing Program

Theatre Arts participates with the English Department in a creative writing program open to both matriculated and non-degree-seeking students. Theatre arts courses in writing for the stage, screen, and television are included in this program.

Communication Studies Courses

ComStu 200
Introduction to Communication
This course is designed to provide an introductory survey of the study of communication. The course begins with a general history of the evolution of human communication, and goes on to examine such areas as definitions, models, and basic concepts in communication; the range of verbal and non-verbal codes, and their complex interrelations in the message systems of modern electronic media; and various communication contexts, with emphasis on the structure and function of interpersonal communication and mass communication, particularly broadcast and cable television.
Core Area: The Arts.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Risse

ComStu 480
Communication Seminar
A seminar on a particular problem, issue, or technique in the study of communication, approached from a variety of disciplines and perspectives. The topic of the seminar varies from offering to offering and reflects the research interests of the sponsoring faculty member.
Prerequisite: ComStu 200 or permission of instructor.
3 Lect Hrs, 3 Credits

ComStu 484
Communication Internship
An independent project undertaken at an off-campus location under the guidance of a faculty advisor and an off-campus supervisor. A written proposal is required and must be approved by the faculty advisor and the director of the Communication Program prior to accepting the internship. Students will submit a written final report and, at the discretion of the faculty advisor, an interim report. Details and an application form may be obtained from the program director. Grading is "Pass/Fail".
Prerequisite: 4 courses in the program and permission of program director.
1-4 Credits
Mr Polito

Division of Communication and Theatre Arts

Theatre Arts Courses

ThrArt 100
Introduction to Theatre
This course introduces the collaborative art of theatre from the varied perspectives of playwright, director, designer, technician, actor, critic, and informed audience.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon and Staff

ThrArt 111
Traditions of Western Drama
The intellectual content, designs, and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon, Mr Nash

ThrArt 121
The Styles and Techniques of Comedy
A study of the comic form, emphasizing the differing styles, techniques, motivations, and degrees of effectiveness of various exemplary comic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon, and Staff

ThrArt 122
The Styles and Techniques of Tragedy
The evolution of the tragic form, emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights particularly in relation to their audiences, actors, and theatre architectures.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon

ThrArt 123
Stagecraft I
An introduction to an exploration of stage facilities and skills, emphasizing skill-development in the uses and choices of tools, materials, and procedures necessary for scenic and property execution. Includes lab work in department productions.
3 Lect Hrs, 3 Credits
Mr. Nash

ThrArt 125
Speech and Movement
Basics of voice-training, diction-improvement, diaphragmatic breathing, movement work for the stage; characterization-movement and movement to devolp stage presence.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, and Staff

ThrArt 126
Speech and Oral Interpretation
Study of principles of speech and oral interpretation, emphasizing and analysis, preparation, and oral presentation of literary materials.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt 130
Understanding Dance
The course features the study of dance and its choreography and varied views of dance by artists such as Duncan, Nijinsky, Graham, Tharp and Balanchine. Lectures, slides, films, readings, discussions, writing and studio practice focus on critical observations of dance.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 131
Dance for the Stage
This course is an introduction to such various forms of dance as social, folk, square and tap used in theatrical productions. Emphasis on performance.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 132
Ballet
This course combines introductory, intermediate and advanced study of ballet; emphasis on performance.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 133
Jazz Dance
This course combines introductory, intermediate and advanced study of jazz dance; emphasis on performance.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 134
Modern Dance
This course combines introductory, intermediate and advanced study of modern dance; emphasis on performance.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 135
Multicultural Dance
This course focuses on the theory, practice, and performance of American, Latin-American, and African-American dance styles.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 200
Musical Theatre
An introduction to styles, kinds, and techniques of performance in musical theatre, from early mime through commedia dell'arte, opera and operetta, and modern musical comedy. Vocal and movement training, scene work and musical numbers developed, as well as semester projects of musical performances.
Distribution Area: The Arts.
3 Lab/Lect Hrs, 3 Credits
Mr Conlon

ThrArt 212
The Theatre of Social Protest
Historical survey of the use of the theatre to challenge the values of society. The techniques of staging used in different periods to reveal conflict in society, to dramatize contemporary issues, and to influence public opinion.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Nash, and Staff

ThrArt 213
American Theatre Before O'Neill
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis is placed upon the relation of individual plays to American theatrical, political, and social history.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon and Staff

ThrArt 214
American Theatre Since O'Neill
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror-image of the ideas and events of American contemporary history since World War I.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon and Staff

ThrArt 215
Mid-Twentieth Century Drama
The ideas, values, and techniques of the contemporary theatre as reflected in modern styles of stage production.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon, and Staff

Division of Communication and Theatre Arts

ThrArt 216
The Elizabethan Stage
Study of Elizabethan stage techniques as revealed in plays by Marlowe, Shakespeare, Jonson and Webster.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon

ThrArt 218
Modern European Drama
A study of late nineteenth, early twentieth century theatre in Europe that marked the beginning of naturalistic, realistic, and symbolic drama, and created a revolution in directorial, scenic, and performance techniques. Plays are presented as scripts to be produced. Students create production books integrating all facets of theatrical expression.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon

ThrArt 220
Black Theatre in America
An exploration of the history of black theatre from its beginnings to the present, as related to and reflective of American society. An extension of the historical understanding of theatre related to society; a study of an artistic tradition influencing American theatre practices.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida

ThrArt 223
Stagecraft II
A study of the tools, equipment, and procedures necessary in theatrical graphics, lighting and sound production. Includes lab work in department productions and individual projects.
3 Lect Hrs, 3 Credits
Mr Nash

ThrArt 224
Play Production I
A study of the process of producing a theatrical event, emphasizing the selecting and training of the production staff, budgeting, and promotion. Lab work includes supervisory roles in department productions.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Nash

ThrArt 225
Play Production II
Further exploration of the process of producing theatre, emphasizing organization of personnel and facilities for touring and for repertory.
Prerequisite: ThrArt 123 or 224.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Conlon, Mr Nash

ThrArt 226
Play Reading
Decoding a script: interpretation of playwright's intention; director's function; designer's vision; actor's creation. Emphasis on vocal characterization in readings done by the class of a variety of plays—mostly short, some original, some unproduced.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon

ThrArt 230
Workshop in Drama
This course culminates in a fully staged, fully mounted production. It is also designed to study the connection between the text and the performance of a play. Attention is given to the playwright, to the time, and to the production history. Production is presented to the University and general community.
Note: ThrArt 230 must be repeated (for credit) by theatre arts majors. Other students need not repeat the course.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Almeida, Mr Conlon, Mr Nash, and Staff

ThrArt 232
Dance Theatre Workshop
Different colors, textures, rhythms, and images expressed in body movement. The final project is a movement-dance-theatre piece incorporating all the techniques experienced in class.
Distribution Area: The Arts.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 234
New Theatre Strategies
Works in a new theatrical direction: the evolution of a theatre piece from a theme or group of themes rather than from a script. Students are involved in all aspects of the collective process of formulating drama from the interaction of a group. Structured and directed by the instructor.
Distribution Area: The Arts.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Nash and Staff

ThrArt 235
Introduction to Directing I
The director as creator of the vision of the whole play and all its elements: acting, lighting, stage design, styles of theatre, script breakdown, production notebook, slow, careful work in directing small scenes.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon

ThrArt 236
Introduction to Acting I
Dramatic form as required in acting. A survey of various styles: Greek, Elizabethan, Restoration and Modern; the actor's function, with emphasis on recently evolved methods of acting, and on preparation of scenes in class.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon, Mr Nash, and Staff

ThrArt 240
Women in Theatre
Plays by and about women; the history of women in theatre, supplemented by visits with women employed in the theatre. The changing role of women in society as reflected in drama and in literature.
Distribution Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Almeida and Staff

ThrArt 245
Creative Drama for Children
Students learn creative drama techniques, learn to teach drama to children of various ages, and actually teach in the community's schools. Emphasis on expression of creative energies, bodies, voices, emotions, theatre games, rather than on mounting plays.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt 250
Introduction to Playwriting
Designed for students who are interested in the theatre, but not primarily in playwriting itself, to gain knowledge of considerations relating to the creation of a script and to the reading of scripts. Recommended for all students interested in acting and directing.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Nash

ThrArt 251
Playwriting I
Writing for the theatre, including examinations of model one-act and three-act plays by major contemporary writers; selected readings on the craft of playwriting; and the completion of an original play begun in class.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Nash

ThrArt 260
Introduction to Scene Design
Theatre as art form in cultural and popular expression: the function of the designer, application of elementary scenery as given in stagecraft classes, methods of pictorial representation; survey of architectural styles as applied to stage scenery, and of historical design for the stage.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Nash

Division of Communication and Theatre Arts

ThrArt 261
Introduction to Costume Design
The theatre as incorporation of the history of fashion and costume design. A theoretical approach to designing costumes for the theatre and film. An introduction to the uses of color, scale, and general design elements as they apply to stage costuming, qualities of fabric, basic cutting and draping, in stage costumes.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Nash

ThrArt 265
Television Production
An exploration and evaluation of techniques of television production, with particular emphasis on common industry practices.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida and Staff

ThrArt 275
Introduction to Screen and Television Writing
An introduction to the art and the technical aspects of writing scripts for film and television. Involves analyses of screenplays; study of screen writers past and present, the relationship between director and writer, aesthetics of film writing. Project: the completion of a full-length screenplay from first treatment (synopsis) through first and second drafts and final script.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Almeida and Staff

ThrArt 300
Seminar in the Scenic Imagination
The creative principles of stage production, based on an analysis of the play script in its relation to stage action, setting, costumes, and lighting. Study of scenic metaphor and a review of historical forms of staging, with emphasis on modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Nash

ThrArt 301
Seminar in Contemporary American Playwrights
Analysis of the art of a major living writer of the American stage; the history of the plays and their production; critical response; contribution of this body of drama to the American theatre and society. In most cases students consult with the playwright and/or those who have worked with him or her.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon

ThrArt 320
Shakespearean Acting
Specialized study of Shakespearean plays based on historical awareness of acting styles and techniques employed since the sixteenth century. Students create a broad range of characters in a variety of scenes from Shakespeare.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon

ThrArt 330
The Pedagogy of Dance
This methods course develops teaching skills in modern dance, ballet and jazz. Emphasis is on educational theory in practice through development of teaching modules.
Prerequisite: One 100-level dance course.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 331
Choreography
In this course experienced dancers develop their skills in creating dance compositions. This is an optional course for the minor and for teacher certification.
Prerequisites: ThrArt 131 and two of the following: ThrArt 132, 133, 134.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon and Staff

ThrArt 335
Introduction to Directing II
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 235.
3 Lect Hrs, 3 Credits
Ms Almeida and Staff

ThrArt 336
Introduction to Acting II
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 236.
3 Lect Hrs, 3 Credits
Ms Almeida, Mr Conlon

ThrArt 351
Playwriting II
Writing for the theatre, with emphasis on the three-act form. Students construct a scenario and complete a draft of an original three-act play.
Prerequisite: ThrArt 251.
3 Lect Hrs, 3 Credits
Mr Nash

ThrArt 355
Lighting Design
The principles and techniques of illumination for the stage.
3 Lect Hrs, 3 Credits
Mr Nash

ThrArt 360
Advanced Design
Advanced techniques in the scene sketch, models for scenery, interpretations of the differing styles required for plays, opera, ballet, musical comedy, etc. Sketches, ground plans, and one major design project to be executed during the term.
Prerequisite: ThrArt 260 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Nash

ThrArt 404
Advanced Directing
Advanced work on special class projects in a laboratory situation. The mounting of small scenes and plays.
Prerequisites: ThrArt 235 and 335 and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Almeida and Staff

Division of Communication and Theatre Arts

ThrArt 435
Theatre Arts Internship
Designed to enable theatre arts majors to earn 6 credits for a semester's internship in communication arts or in commercial or other working theatres outside the University.
Prerequisites: Junior standing as a theatre arts major, completion of most major requirements including workshops, and permission of instructor and chairperson.
Hrs by arrangement, 6 Credits
Mr Conlon

ThrArt 436
Advanced Acting
Advanced work on selected projects with special attention to the individual actor's needs. Scene work, script breakdown, and development of a character.
Prerequisites: ThrArt 236 and 336.
3 Lect Hrs, 3 Credits
Ms Almeida and Staff

ThrArt 478, 479
Independent Study
Open only to a limited number of students in any one semester. Research, study and participation in theatre projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required.
Prerequisites: Permission of instructor and chairperson.
Hrs by arrangement, 1-3 Credits
Mr Conlon and Staff

ThrArt 481
Selected Topics
The study of different areas within the field of theatre arts preparation. Courses vary each semester and are announced during pre-registration periods.
3 Lect Hrs, 3 Credits
Mr Conlon and Staff

Computer Science Programs

The Programs

The Department of Mathematics and Computer Science offers two programs in computer science, one equivalent to the major and the other equivalent to a minor.

Major Certificate

The major certificate in computer science will be granted to non-matriculated students who satisfy all of the departmental requirements of the major in computer science. The aim of the program is to train people (who may already have a bachelor's degree in another field) to work in research and development in the high-technology computer industry in Massachusetts. Completing the major certificate may take up to three years of study because of the prerequisite structure. Note that although the listed mathematics requirements begin with calculus, many students may first need a review of high school algebra and trigonometry.

Minor Certificate

The minor certificate in computer science is for those students who are mainly interested in computer applications. Matriculated students majoring in other fields as well as non-matriculated students may follow this program of study.

Requirements

The requirements for the major certificate are identical with those of the computer science major (See Department of Mathematics and Computer Science).

At present, the elementary courses required for the major certificate are offered every semester (day and evening), but the more advanced courses are offered less frequently. Many of the electives are offered at night. It is possible to complete the certificate by taking courses in the evening only. Requirements for matriculated and non-matriculated students for the minor certificate are as follows:

CS 110, CS 210, Math 140, CS 240, CS 310 (all five); CS 241, CS 260 or a computer elective (choose one); one applications course*.

For students wishing to begin one of the certificate programs, forms are available at the Office of the Registrar. Students must notify the department, during their final semester of completing the certificate requirements, that they expect to do so.

*Some courses in computer applications for other disciplines are taught in other departments. These courses include MSIS 422 (Decision Support Systems and Groupware), and any computer course numbered above (and not including) CS 320. Students must be sure they complete course prerequisites.

Transfer Credit Policy

How much and what may be transferred is currently settled on an individual basis in a conference with the departmental advisor.

Information

For more information on course descriptions, prerequisites, etc., see the booklet "Computer Science Information," which is available from the department.

Creative Writing Program

Directors

Professors Martha Collins, Lloyd Schwartz

The Program

The Program in Creative Writing is designed for matriculated and non-matriculated students with special interests in writing poems, stories, and novels, and/or plays. The program can be taken independently or in conjunction with other degree programs. It can be completed comfortably in four to six semesters. Non-matriculated students receive a certificate of completion.

Requirements and Recommendations

Admission

Although creative writing courses are open to all students (subject, in most cases, to permission of the instructor), the program is designed for those students with special interests in writing. Students seeking further information should consult with the program director.

Course Requirements

I. At least four courses in creative writing, only one of which may be an introductory course, and at least two of which must meet as workshops.

Engl C210 (Introduction to Creative Writing)
Engl 211 (Introduction to Creative Writing: Poetry)
Engl 212 (Introduction to Creative Writing: Fiction)
Engl 300 (Creative Writing: Tutorial)
Engl 301 (Creative Writing: Poetry)
Engl 302 (Creative Writing: Fiction)
Engl 303 (Creative Writing Workshop)
Engl 496 (Creative Writing Honors I)
Engl 497 (Creative Writing Honors II)
ThrArt 250 (Introduction to Playwriting)
ThrArt 251 (Playwriting I)
ThrArt 351 (Playwriting II)
ThrArt 275 (Introduction to Screen and TV Writing)

Students are advised to take Engl C210, 211, or 212 as sophomores, or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and Engl 300, 301, 302 and 303, and ThrArt 251 and 351 may be repeated for credit.

Engl 496 and 497 are open only to senior degree students admitted to the Honors in Creative Writing Program.

Several sections of Engl C210 are offered each semester; the other courses are offered once or twice a year. A section of Engl C210 is usually offered in the late afternoon or evening.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors involved.

Students may not take Engl 478-479 for credit toward this requirement without permission from the program director.

II. Three additional literature courses are required. At least two must be genre courses or major author courses, and at least one must be an upper-level course.

These courses should, generally, be English courses; but relevant theatre arts and literature-in-translation courses may be allowed, in certain cases, with permission of the director of the Creative Writing Program.

Note: Students majoring in English may count English courses toward both the major and the creative writing program.

III. A portfolio of course work must be reviewed and approved by the director of the Creative Writing Program in consultation with members of the creative writing faculty.

Transfer Credit Policy

With the permission of a program director, up to two courses taken at another university may be applied toward the certificate.

Information

Further information is available from the Office of Creative Writing (617 287-6719) or the English Department (617 287-6700).

Criminal Justice Major

The Major

The College of Arts and Sciences offers a major in criminal justice in collaboration with the College of Public and Community Service. CAS criminal justice majors complete eight core courses (24 credits), four area courses (12 credits) and a 6-credit internship. Students may also choose to minor in crimiinal justice.

Requirements

The Major

I. *Core Courses (30 credits)*

Sociol 101
(Introduction to Sociology)
CrmJus L262 (Sociol L262)
(Criminology)
CrmJus L321 (Sociol L321)
(Racial and Ethnic Relations)
CrmJus L351 (Sociol L351)
(Methods of Sociological Research)
CrmJus L363 (Sociol L363)
(Corrections)
CrmJus L368 (Sociol L368)
(Alcoholism: Etiology and Epidemiology)
CrmJus L465 (Sociol L465)
(The Police in Society)
CrmJus L467 (Sociol L467)
(Sociology of Law)

Cognate courses in the College of Community and Public Service (designated CriJus) can be substituted for up to four of these required courses.

II. *Area Courses (12 credits)*

Four courses chosen from offerings in five areas; at least two courses must be in one area. Areas include:

A. Substance Abuse and Crime,
B. Community and Social Problems,
C. Mental Health Law and Crime,
D. Youth and Crime,
E. Law and Public Policy

II. *Internship (6 credits)*

Criminal justice majors may count a maximum of five courses taken outside CAS (including up to 4 CPCS) courses toward the completion of major requirements. One CAS course may be taken on a pass-fail basis.

The Joint Major

Students may complete a joint major in criminal justice and sociology by taking eight sociology courses in addition to the criminal justice major requirements. Two courses—Sociol 101 and Sociol 351—may be double counted toward both majors. The other eight sociology courses must include Sociol 341 (Elements of Sociological Theory) and at least one other course at or above the 300 level.

Criminal Justice Major

The Minor in Criminal Justice

Students choosing to minor in criminal justice must complete four required courses and three additional criminal justice electives. The required courses include:

1. Either CrmJus L262 (Criminology) *or* the CPCS (CriJus) course Crime, Justice, and Society
2. Either CrmJus L321 (Race and Ethnic Relations) *or* CrmJus L368 (Alcoholism: Etiology and Epidemiology).
3. Either CrmJus L363 (Corrections) *or* CrmJus L465 (Police & Society)
4. Either CrmJus L467 (Sociology of Law) *or* the CPCS (CriJus) course Criminal Law.

The Minor in Sociology

Criminal justice majors may complete a minor in sociology. Two courses—Sociol 101 and Sociol 351—may be double-counted toward both the major and the minor. In addition, they must complete four other sociology courses, including Sociol 341 (Elements of Sociological Theory).

Courses

CrmJus L262 (Sociol L262)
Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Garrett, Mr Larson

Sociol L321 (CrmJus L321)
Racial and Ethnic Relations
An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.
Prerequisite: Sociol 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Jacobs

CrmJus L351 (Sociol L351)
Methods of Sociological Research
Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.
Prerequisites: Sociol 101 and junior standing.
3 Lect Hrs, 3 Credits
Ms Gore, Mr Movahedi, Mr Schutt, and Staff

CrmJus L363 (Sociol L363)
Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.
Prerequisites: Junior standing and Sociol 362.
3 Lect Hrs, 3 Credits
Mr Garrett, Mr Larson

CrmJus L368 (Sociol L368)
Alcoholism: Etiology and Epidemiology
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross-culturally and among subgroups in the population such as women, prison inmates, the elderly, and homeless people.
3 Lect Hrs, 3 Credits
Mr Garrett and Staff

CrmJus L461 (Sociol L461)
Internship in Law and Criminal Justice
This course provides an historical and sociological analysis of our state and federal court systems, and considers such issues as the rights of indigent defendants, the bail system, right to counsel, and the adversary nature of some proceedings. In addition to classroom work, students undertake supervised field placements in probation offices, parole boards, district attorneys' offices, and correctional programs.
Prerequisites: Sociol 101 and junior standing, or permission of instructor.
3 Lect Hrs, 15 Field Work Hrs, 6 Credits

CrmJus L465 (Sociol L465)
The Police in Society
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisites: Senior standing, Sociol 101 and 9 credit hours in sociology.
3 Lect Hrs, 3 Credits
Mr Garrett

Sociol L467 (CrmJus L467)
The Sociology of Law
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including nonliterate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisites: Sociol 101 and 6 Credits in sociology; junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Schutt

Department of Earth and Geographic Science

Faculty

Andrew N Genes, Associate Professor and Chair; Professors Janet E Duncan, John F Looney, Michael G Mensoian (Emeritus); Assistant Professors Richard B Gelpke, David A Nellis, Zong-Guo Xia

The Department

Earth and geographic science are broadly based disciplines that seek to understand the relationships between physical and human environments. Earth science examines the processes that affect the earth, human environment, and uses the scientific method to explain the natural aspects of the earth and how they are constantly changing. Geographic sciences involve spatial analysis of the earth's features as well as human interaction with those features; and they examine the earth as a physical environment where humans live, and as a place where environments are modified by human habitation. As environmental systems of all types are increasingly affected, both by human and natural causes, the understanding of earth and geographic science becomes more central to an understanding of the world.

Department facilities include specialized laboratories for earth sciences, mineralogy/petrology, hydrogeology, and information technology. The department facilities include a state of the art geographic information technologies laboratory. Lab facilities include:

- 13 DEC and Sun UNIX workstations
- nearly thirty Pentium and Pentium II PCs
- a variety of input and output devices
- a number of the most commonly used mapping, image processing, GIS, database management, word processing, and statistical analysis software packages.

Requirements

The Major

Earth and geographic science majors may graduate with either the BA or the BS degree.

Majors pursuing the BA concentrate on courses focusing on urban and environmental concerns, and those which introduce more specialized aspects of the discipline. Majors pursuing the BS focus on courses in the physical environment: these include geographic information systems, geology, hydrogeology, oceanography, and weather/climate.

Please note: Each student's program must be planned with the assistance of a departmental advisor and approved by that advisor.

BA requirements include:

1. Geog 101 (Global Environment) and 102 (World Regional Geography),
2. At least one designated skills course from the following list:
   Geog 200 (Geographic Analysis)
   Geog 370 (Remote Sensing)
   Geog 380 (Geographic Information Systems)
   Geog 401 (Field Methods)
3. Seven other departmental courses, of which two must be at or above the 300 level and one must be at the 400 level.

The student seeking to graduate with the BS degree must complete the departmental requirements listed above, and the following additional requirements:

1. At least one departmental laboratory course at or above the 300 level,
2. Math 125 (Introductory Statistics),
3. Either Math 130 (Precalculus) or Math 135 (Survey of Calculus), and
4. Six other courses from among those offered by the Departments of Biology, Chemistry, Mathematics and Computer Science (above the level of Math 135), and Physics. These must be courses designed for science majors.

The Minor

To complete the minor, the student takes Geog 101 and 102, and four departmental electives, of which two must be at or above the 300 level.

Advanced Course Requirements

All departmental majors and minors must consult their departmental advisors regarding mathematics, statistics, and computer science requirements for advanced courses.

Programs of Study

The department offers two programs of study: one in geographic information technologies, and the other in hydrogeology. Detailed information can be found in those sections of this publication.

Transfer Credit Policy

Transfer students must complete a minimum of five (out of ten) appropriate courses in their major, or three (out of six) appropriate courses in their minor, at UMass Boston.

Courses

Geog 100
The Earth
This course introduces the discipline of geography and uses content material based on national standards for geographic and earth science education. The focus is on the relationships between people and their physical environments. The course also uses the tools of earth and geographic scientists. It is for nonmajors only; it introduces prospective teachers of earth science and geography to the field. *Students may not earn credit for both Geog 100 and Geog 101.*
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan

Geog 101
The Global Environment
An analysis of the physical geographic environment including the globe, the atmosphere and ocean, climate, soils, vegetation, and landform. Positive and negative interaction of human beings with these aspects of the environment is examined where appropriate.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Gelpke, Mr Looney

Geog 102
World Regional Geography
An overview of world regions in terms of physical environment, human populations and the relationship between them. Topics with a focus on diversity are discussed from an international viewpoint and center on particular countries. Particular attention is given to one or two countries within each region, as selected by the instructor.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Duncan, Mr Gelpke

Geog 110
Earth's Dynamic Systems
The basic principles of this course are embodied in the rock and hydrologic cycles. It examines the igneous, metamorphic, sedimentary, tectonic, and weathering systems of the rock cycle; and the runoff, glacial, ocean, groundwater, and atmospheric systems of the hydrologic cycle. A laboratory component includes one or more field trips to sites where geological phenomena can be viewed.
Distribution Area: Natural Sciences.
3 Lect Hrs. 2 Lab Hrs. 4 Credits
Mr Nellis

Department of Earth and Geographic Science

Geog 111
Historical Geology
A general survey of the physical evolution of the earth through time from its beginnings to the present. Temporal relationships of mountain-building episodes, economic mineral resources, distribution of continents and ocean basins and paleo-life are among the topics examined. Emphasis is placed on methodology and techniques used to ascertain time relationships and how they are applied to the development of a geologic time scale.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Genes

Geog 115
Environmental Geology
This course examines geological phenomena that adversely affect the human environment. Among the naturally occurring phenomena are earthquakes, volcanoes, tsunamis, landslides, and subsidence and erosion. Topics also include those geological impacts which are the result of human activities, such as subsidence, flooding, soil degradation, and hazardous material contamination.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Nellis, Mr Looney

Geog 200
Geographic Skills
This course is a comprehensive and laboratory-based introduction to the essential skills of geographic analysis. These include map reading and interpretation (distance, direction, position, patterns); analysis of aerial photographs. especially color infra-red photos (stereo-viewing); and the presentation aspects of mapping, which includes computer-aided mapping on the PC.
Distribution Area: Natural Sciences.
3 Lect Hrs. 2 Lab Hrs. 4 Credits
Mr. Gelpke

Geog 221
The Urban Physical Environment
An introduction to the physical environment of the city; the factors that limit or constrain human activities and the impacts of man-made conditions on the environment. Topics include: Topography, geology, the urban heat island, water, waste disposal, pollution problems, and planning for reduced hazards and impacts.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Duncan

Geog 225
Weather and Climate
Atmospheric processes forming the basis for weather patterns and climatic development on a global scale. Major topics include earth-sun relationships, heating and cooling of the atmosphere, atmospheric circulation, pressure patterns, air mass formation and frontal systems, vertical zonation of climate, and the Koppen System for evaluating and classifying climatic phenomena.
Prerequisite: Sophomore standing.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Mensoian, Mr Looney

Geog L226 (EnvSci L226)
Introduction to Oceanography
This course offers a broad overview of the geological, chemical, physical, and biological principles of oceanography. The student is introduced to plate tectonics and ocean sediments; waves, tides, and ocean circulation; the chemistry of the ocean and atmosphere; and marine life. Discussions cover the origins, present workings, and future of the oceans.
Distribution Area: Natural Sciences.
Prerequisite: Sophomore standing or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Looney, Mr Chen

Geog 250
Geography of Anglo-America
Evaluation of the geographic environment and its relationship to regional differentiation and development of the U.S. and Canada. Subjects include population distribution, physical factors (landform, climate, soils) which contribute to human patterns of land tenure, economic integration plans, urbanization, industrialization, resource imbalance and spatial differentiation and integration.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Gelpke

Geog 251
Geography of Latin America
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, economic integration plans, trade patterns, urbanization, land-use patterns, resource imbalance, industrialization, and spatial integration.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Mensoian

Geog 253
Geography of the Middle East and Northern Africa
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, urbanization, trade patterns, land-use systems, settlement patterns, resource imbalance, and geostrategic theories and implications.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Mensoian

Geog 265
Computer Applications in Geography
This course teaches the fundamentals and geographic applications of computers. Topics include components of a computer system and their functions; special hardware requirements for geographic applications; DOS and UNIX operating systems; software for geographic applications; telecommunications and computer networking; and the uses of computers in spatial analysis, form and process modeling, automated cartography, digital processing and analysis of remote sensing data, and GIS.
Distribution Area: Natural Sciences.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr. Xia and Staff

Geog 270
Urban Geography
An introduction to the spatial analysis of cities from two different perspectives. The first approach views cities as points and focuses on themes of evolutionary distribution, differential growth patterns, Third World urbanization, and the theoretical basis of the size, spacing and function of cities. The second approach views cities as areas and is primarily concerned with the location of people and facilities inside the city. All aspects of the course are applied to the Greater Boston Area.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan

Geog 280
Economic Geography
An introduction to the field of economic geography. Topics include the evolution of the global economy, factors influencing the location of economic activities, and the need for sustainable economics.
Prerequisite: Permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan

Department of Earth and Geographic Science

Geog 295
Groundwater
This course examines that part of the hydrologic cycle which deals with precipitation, evaporation, infiltration, and groundwater hydraulics. Specific parameters of groundwater hydraulics to be studied include porosity, hydraulic conductivity, storativity, transmissivity, and flow rates and patterns. The course also examines confined and unconfined aquifers, and leaky confining layer hydraulics.
Prerequisites: Geog 110 and Math 124, or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits
Mr Nellis

Geog 298
Pacific Rim Geography
This course provides students with a geographic context for understanding the Pacific Rim, through exploration of themes significant for certain areas of the Rim. Areas to be studied include Japan; four significant economic powers—Hong Kong, Singapore, South Korea, and Taiwan; the emerging industrial states of Indonesia, Malaysia, the Philippines, and Thailand; and three countries rich in resources—Australia, New Zealand, and Papua New Guinea.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Duncan

Geog 302
Geomorphology
A topical approach to the analysis of landforms and the processes responsible for their formation. Map and aerial photographic interpretation are used to demonstrate the relationship of underlying structure to destructive and constructive processes at various stages of landform development. Environmental, regulatory, and other applications are discussed.
Prerequisite: Geog 110, or 101, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Genes

Geog 312
Glacial and Quaternary Geology
The significance and effects of the last ice age. Causes of ice ages, ice dynamics, comparison of glacial events of North America to glacial events throughout the world and current investigations concerning ice ages are among the topics discussed. Controversies concerning scientific acceptance of ice ages, the mode of ice movement, and predictability of climate allow for insight into the present and ongoing development of a science.
Prerequisite: Geog 111 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Genes

Geog 324
Coastal Zone Management
This course is concerned with coastal environmental problems and their solutions. It discusses in general the identification of the component parts of the coastal zone and the development of appropriate policies for their management. Field trips to representative areas are required relative to Mass CZM.
Prerequisite: Geog 226 or 227 or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Looney

Geog 327
Estuarine Geography
This course focuses primarily on abiotic and physical factors in shallow water coastal environments. Particular emphasis is given to detailed examinations of Massachusetts. The course includes field trips.
Prerequisites: Geog 226 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Looney

Geog 340
Planning and Land Use Law
A study of the law as it has developed and applies to the planning process and the regulation of land use in the United States, with emphasis on Massachusetts.
Prerequisite: Geog 270 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Mensoian

Geog 341
Urban Land Use
A field work approach to land-use analysis in a local area. Class work involves designing a land-use classification system, basic map reading, and discussion of land-use problems in the selected area. Students are expected to field map and classify existing land uses, analyze the present problem, identify conflicts and pose possible solutions. Some field work is required. It is recommended that students complete Geog 270 before enrolling in this course.
Prerequisite: Permission of instructor.
Distribution Area: Social and Behavioral Sciences.
2 Lect Hrs, 1 Field Work Hr, 3 Credits
Ms Duncan

Geog 350
Quantitative Hydrogeology
This course reviews standard quantitative aspects of hydrogeology and then applies a series of computer models to a number of different hydrogeological situations. Field data from pump tests, slug tests, and contaminant flow are investigated with programs such as modflow, graphic groundwater, rock ware, and aquifer test in order to ascertain important groundwater characteristics.
Prerequisite: Geog 295
3 Lect Hrs. 3 Credits
Mr. Nellis

Geog 352
Political Geography
A functional approach to the study of state formation and evolution. Analysis of the role of geopolitical factors as they relate to the development of internal and external tensions, boundary formation, sea frontiers, capital cities and core areas, territoriality and state-identification, and spatial organization. Geostrategic theories and major writings in the field are stressed.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Mensoian

Geog 355
Historic Environments
A description, evaluation, and analysis of present North American physical environments and how they have been altered by our urban-industrial evolution. The course focuses on the historical development of interactions among settlements, economic activity, resource exploitation, waste disposal, technologies and the natural setting, culminating in how we have arrived at our current altered or damaged environments. Several field trips are required.
Distribution *Area: Natural Sciences.*
3 Lect Hrs. 3 Credits
Mr. Gelpke

Geog 360
Digital Cartography
Topics include cartographic design, cartographic transformations, digital data formats, software for automated cartography, generation of computer maps, and cartographic modeling.
Prerequisites: Geog 265.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Xia

Geog 370
Remote Sensing
This is an introductory course on the principles and techniques of remote sensing. It covers the physical principles of electromagnetic radiation, remote sensing systems, interpretation of aerial photographs, satellite remote sensing data, thermal and radar imagery, and applications of remote sensing.
Prerequisite: Geog 265
3 Lect Hrs, 3 Lab Hrs, 4 credits
Mr Xia

Geog 375
Urban Planning
A case method approach to urban planning. Students are supplied with a standard "request for a proposal" for a master plan. As an end product, they must present and submit a full proposal for review. Class work focuses on how to use the planning process to design a master plan and on various approaches to designing zoning ordinances and land-use controls.
Prerequisite: Geog 270 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Duncan

Department of Earth and Geographic Science

Geog 378
Resource Management
Using geographic concepts and tools (including maps), this course considers in depth the environmental impact of development on the resource base, particularly on water and related land resources in Massachusetts. The course also considers the impact of geographic pattems developed by urbanization; the service economy; efforts to deal with environmental impact statements; various relevant agencies; legal controls; and other forces affecting the environment. A major project is required.
Prerequisites: Geog 101, 110.
3 Lect Hrs, 3 Credits
Mr Gelpke

Geog 380
Introduction to Geographic Information Systems
This course is concemed with computer handling of spatial data. It covers essential elements of a GIS, hardware requirements, GIS software, data acquisition, data structures, spatial databases, methods of data analysis and spatial modeling, and applications of GIS in solving a variety of environmental and economic problems.
Prerequisite: Geog 265.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Xia

Geog 381
Applications of Geographic Information Systems
This course is designed to give students an overview of geographic information systems (GIS) applications, a thorough understanding of the design and operation of some commonly used GIS packages, and the practical experience of using a GIS to solve a real world problem. Students go through the entire process from project design to data collection and analysis to the presentation of results.
Prerequisite: Geog 380
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Xia and Staff

Geog 385
Applied Hydrogeology
This course investigates actual activities which persons trained in hydrogeology perform in the field. Topics include such activities as monitoring well installation, well development, groundwater sample collection, supply well design, and on-site data collection. Procedures involved in the certification of greater than 100,000 gpd wells are performed. Topics also include site assessment; and evaluation and remediation with respect to oil and/or hazardous materials contamination; and an examination of the Massachusetts Contingency Plan of the Massachusetts Department of Environmental Protection with respect to groundwater contamination.
Prerequisite: Geog 295.
3 Lect Hrs, 3 Credits
Mr. Nellis

Geog 401
Field Methods
A practical course in the use of field equipment and techniques. Students are required to take field trips and complete a project.
Prerequisite: Permission of instructor.
2 Lect Hrs, 2 Field Work Hrs, 3 Credits
Mr Nellis

Geog 444
Cooperative Education Field Experiences in Geography
In this program majors are placed in paid work positions. Credit is awarded only to those who complete an approved learning prospectus, including working reports and a substantial research project.
Note: No more than a total of 6 credits in Geog 444 or Geog 499 may be counted toward the major.
Prerequisites: Major standing in department with over 30 semester hours of credit; minimum grade-point average of 2.5; permission of chair; by departmental invitation only.
3 or 6 Credits

Geog 460
Digital Image Processing in Remote Sensing
This course is concerned with the computer processing and analysis of remote sensing data. Topics include radiometric and geometric characteristics of remotely-sensed data, image processing systems, image restoration, enhancement techniques, thematic information extraction, classification accuracy assessment, and integration of remote sensing and geographic information systems.
Prerequisites: Geog 265 and 370, and Math 125.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr. Xia

Geog 471
Arc Macro Language
This course is designed to respond to the strong demand of the booming GIS (Geographic Information Systems) industry for Arc Macro Language (AML) programming skills. It teaches the concepts and techniques of AML. Students learn to write AML programs for automating frequently performed ARC/INFO functions, standardizing procedures for particular organizations, providing utilities to help inexperienced users perform complex operations, and developing customized graphic user interfaces to meet the specific needs of various applications.
Prerequisites: Geog 381
3 Lect Hrs, 3 Credits
Mr. Xia and Staff

Geog 472
C Programming for Geoscience Applications
This course teaches the basic concepts and skills of C programming. It emphasizes the characteristics of geoscience applications and special programming techniques for spatial data processing. Exercises include writing programs for statistical analysis, implementation of geoscience models, and reading, analysis, and graphic presentation of spatial data such as digital elevation models, digital line graphics, and TIGER files.
Prerequisite: Geog 265 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr. Xia and Staff

Geog 478
Independent Study
A course stressing research topics under the direction of individual faculty members. An outline paper is available in the department office which students must read before signing up for this course.
Prerequisite: Permission of instructor and department chair.
Hrs by arrangement, 3 Credits

Geog 479
Independent Study
See Geog 478.

Geog 480
Special Topics
A seminar to examine current research in the geosciences. Students and faculty prepare discussions on relevant topics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Program in East Asian Studies

Faculty

Michael Lafargue, Instructor and Director; Kathleen Hartford, Professor of Political Science; Ann Cordilia, Associate Professor of Sociology; Isabelle Mao, Associate Professor of Chinese Language and Literature; Victoria Weston, Assistant Professor of Art; Weili Ye, Assistant Professor of Women's Studies; Takeshi Kokubo, Lecturer in Japanese Language and Literature

The Program

The civilizations of China, Japan, and Korea represent an important part of the cultural, intellectual, and social experience of the human race. At the same time East Asia has become a vital area in world affairs. Thus, it is particularly appropriate that the University of Massachusetts Boston offers specialized instruction in this field.

Courses offered through the program aim at general intellectual advancement and the satisfaction of personal educational goals through the study of a rich and profound cultural heritage which stands outside that of Western civilization. Thus, while these courses provide a potential basis for advanced work in East Asian studies, students who choose to complement their major disciplines by enrolling in the program should not view the program as useful only to those who intend to pursue graduate study in an East Asian studies field.

At present, East Asian studies courses are offered chiefly in the areas of art, history, politics, sociology, and religion, with courses in other disciplines occasionally available. Descriptions of courses being offered in Chinese and Japanese language and literature can be found in the "Modern Languages" section of this publication.

Students in the program may be majors in any discipline, but the courses offered are probably most relevant to students of history, literature, the social sciences, and management.

Requirements and Recommendations

Courses

Students in the program must take two years (four courses) of either Chinese or Japanese language courses, and three electives from the list of relevant courses (see below). Partial waivers of the language requirement may be granted by the director, on the basis of interviews and/or testing, to students with adequate existing levels of skill.

Transfer Credit Policy

Partial waivers of language and other requirements may be granted by the director to certain transfer students.

Courses Relevant to the Program

Art 260 (Topics in the Art of Asia)
EAsian L160 (Hist L160) (East Asian Civilizations I)
EAsian L161 (Hist L161) (East Asian Civilizations II)
EAsian L204 (Art L204) (Introduction to Asian Art)
EAsian L232 (RelSty L232) (East Asian Religions)
EAsian L359 (WoSt L359) (Women in Modern China)
EAsian L360 (Hist L360) (Traditional China)
EAsian L361 (Hist L361) (History of Modern China)
EAsian L363 (Hist L363) (Modern Japan)
EAsian 478 (Independent Study)
EAsian 479 (Independent Study)
EAsian 480 (Topics in East Asian Studies)
Chinse 101 (Introductory Chinese I)
Chinse 102 (Chinese II)
Chinse 201 (Intermediate Chinese I)
Chinse 202 (Intermediate Chinese II)
Chinse 251 (Modern Chinese Literature in Translation)
Chinse 253 (The Classic Chinese Novel in Translation)
Chinse 478 (Independent Study)
Chinse 479 (Independent Study)
Econ 372 (Comparative Economic Systems)*
Japan 101 (Japanese I)
Japan 102 (Introductory Japanese II)
Japan 201 (Intermediate Japanese I)
Japan 202 (Intermediate Japanese II)
Japan 250 (Modern Japanese Literature)
Japan 252 (Traditional Japanese Literature)
Japan 301 (Advanced Japanese
Japan 478 (Independent Study)
Japan 479 (Independent Study)
Phil 297 (Asian Philosophy)
PolSci 387 (Government and Politics of China)
RelSty 385 (Confucius and the Roots of Asian Culture)
Sociol 220 (A Survey of East Asian Societies: China and Japan)
Sociol 221 (Sociology of Japan)

*Not area-directed, but with a relevance to East Asia

East Asian Studies Courses

EAsian L160 (Hist L160)
East Asian Civilizations I
An introduction to the traditional civilizations of China, Japan, and Korea, from the earliest times until the arrival of the industrial West in the nineteenth century.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Ye

EAsian L161 (Hist L161)
East Asian Civilizations II
An introduction to the political, social, and economic modernization of China, Japan, and Korea, from the arrival of the industrial West in the mid-nineteenth century to the present day.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Ye

EAsian L360 (Hist L360)
Traditional China
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments. EAsian L160 (Hist L160) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

EAsian L361 (Hist L361)
History of Modern China
A survey of the political, social, and intellectua development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution. EAsian L161 (Hist L161) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

EAsian L362 (Hist L362)
Traditional Japan
A historical survey of the cultural, political, social, and economic developments in Japan from ancient times to about 1800, with specia emphasis on the formation of the cultural and social traditions of Japan. EAsian L160 (Hist L160) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

Department of Economics

Program in East Asian Studies

EAsian L363 (Hist L363)
Modern Japan
A historical survey of the economic, social, political and cultural developments in Japan from 1800 to the present, with special consideration of economic and foreign policy problems. EAsian L161 (Hist L161) is not required, but is recommended.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

EAsian 478, 479
Independent Study
For those with special interest in a project dealing with East Asia.
Prerequisite: Permission of program director.
Hrs by arrangement, 3 Credits

EAsian 480
Topics in East Asian Studies
Variable content course: offered on an irregular basis.
3 Lect Hrs, 3 Credits

Faculty

David Terkla, Professor and Chair; Professors Winston Chiong, Louis Esposito, Louis Ferleger, Irving Gershenberg, Arthur MacEwan, Harold Wolozin; Associate Professors Randy Albelda, Paul Brown, James Campen, Jeremiah Cotton, Catherine Lynde, Mary Stevenson; Assistant Professors Janis Kapler, Alice Trost

The Department

The goals of the Economics Department are to provide a broad range of undergraduate courses for economics majors in a liberal arts institution; to prepare students for rigorous graduate work in economics or related fields; to expose majors to the richness of economics through offering both "traditional" and "alternative" courses; and, for students who are not economics majors, to improve their understanding of economic phenomena as a way of enhancing their ability to comprehend the problems of a complex modern society. The department participates in appropriate College and University programs, including interdisciplinary studies.

Requirements

The Major

All economics majors are required to take Econ 101,102, 201, 202, and 205, and to attain a grade of at least C- in each of them. Majors are further required to take six elective courses within the department. At least one of these electives must be a "field" course, and at least two must be "alternative approach" courses. A "field" course is one which offers a broad survey of a major field of applied economics. (Field courses are designated with double asterisks below.) An "alternative approach" course is one which gives a systematic and thorough treatment of an approach or approaches to economics other than the traditional neo-classical/Keynesian approach. (Alternative approach courses are designated with single asterisks below.) Each student must achieve a GPA of at least 2.0 in all economics courses in order to graduate as an economics major.

The Minor

All minors in economics are required to take a total of six economics courses, including Econ 101 and 102. No more than two transfer courses may be counted toward the minor.

Honors Thesis

Senior economics majors who have the appropriate prerequisites can write an honors thesis. The awarding of honors will be determined by the thesis advisor and a second reader. See the Econ 489 and 490 course descriptions for details.

Math Requirement

Econ 101 (Introduction to Microeconomics) and 102 (Introduction to Macroeconomics) have as a prerequisite Math 110 or its equivalent (e.g., placement out of Math 110 by examination). Almost all other economics courses have either Econ 101 or 102 or both as a prerequisite; students must therefore have completed Math 110 or its equivalent prior to taking almost any economics course. Also, the other three courses required of all economics majors (Econ 201, 202, and 205) all have the following math prerequisite: Math 129 (or 130) or placement into Math 135 (or 140).

The Pass/Fail Option

Economics majors may use the pass/fail option for departmental electives, but not for the required courses (Econ 101, 102, 201, 202, and 205). Economics majors who are considering taking an economics elective course pass/fail are strongly encouraged to talk with their faculty advisors before making a final decision.

Transfer Credit Policy

By permission of the department, and subject to University regulations, major credit may be given for up to five courses taken at other institutions.

Courses

Econ C213
Urban Economics**
An analysis of the economic reasons for the development of cities and of historical trends in the evolution of US cities. Theoretical explanations for the structure of cities, with particular attention to spatial density patterns. Special attention to urban problems and related policy options in selected areas including transportation, housing, land use, local government finance, and poverty and discrimination.
Prerequisite: Econ 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 100
Introduction to Economic Issues
This course introduces some of the tools, controversies, and major issues of economics. Students learn basic concepts and methods of measurement used in economics and are introduced to the ways economists analyze economic and social problems. The course focuses each semester on a particular policy topic, giving attention to competing interpretations of the roles of markets, government, firms, and households.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Albelda

Department of Economics

Econ 101
Introduction to Microeconomics
A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is placed on the functioning of markets and on examining the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis vary from section to section and may include industrial organization, income distribution, international trade, economics of the environment, and other topics.
Prerequisite: Math 110 or equivalent.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 102
Introduction to Macroeconomics
A broad introductory survey in which special attention is given to the role of economic principles in analyzing and understanding current economic problems. Emphasis is placed on examining the overall functioning of the economy and on dealing with such matters as unemployment, inflation and recession. Other areas of emphasis vary from section to section and may include economics of government spending and taxation, economic development, alternative economic systems, and other topics.
Prerequisite: Math 110 or equivalent.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 201
Microeconomic Theory
Analysis of consumer and firm behavior, and of the determination of prices and quantities in both product and factor markets. Equilibrium of the household, the firm, and the industry. Implications of alternative market structures. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: Econ 101 and Math 129 (or 130), or placement into Math 135 (or 140).
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 202
Macroeconomic Theory
An investigation of the forces determining national output, employment, and inflation. Particular attention is paid to those government policies which attempt to affect the overall level of economic activity in the US. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: Econ 102, and Math 129 or 130 (or placement into Math 135 or 140).
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 205
Statistical Methods
A non-calculus introduction to statistical inference aimed at familiarizing students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. Topics include descriptive statistics; probability, including the normal distribution; hypothesis testing, including t-tests; analysis of variance; regression and correlation.
Prerequisites: Econ 101 and 102, and Math 129 or 130 (or placement into Math 135 or 140).
Distribution Area: Mathematics and Computer Sciences.
3 Lect Hrs, 3 Credits

Econ 208
History of Economic Thought*
A discussion of the rise and development of systematic economic thought. Both orthodox and heterodox economic ideas are studied in light of the social and historical context in which they developed. The course covers the origins of mercantilist thought, the physiocrats and classical political economy through Marx, neoclassical economics, the German historical school, the marginalist school, and institutional economics.
Prerequisites: Econ 101 and 102.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 210
Introduction to Marxist Analysis*
An introduction to Marxist economic analysis, giving students an initial exposure to the basic concepts and methods of analysis of Marxist economics. Several themes and concepts run throughout the course; these include the processes of alienation and exploitation, the operation of contradictions and the role of dialectics, and the role of the state in capitalistic societies.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Econ Z270
Special Topics
This course provides an opportunity, at the 200-level, for the department to offer one-time-only courses on special topics of current interest to faculty members and students. It also is sometimes used as a way of offering proposed new courses on a trial basis before they are officially approved as part of the economics curriculum.
Prerequisite: Varies; will be posted each time course is offered.
3 Lect Hrs, 3 Credits

Econ 318
The Economics of State and Local Governments
An examination of the role that state and local governments play in financing and implementing the delivery of public goods and services. The levels and history of state and local expenditures and revenues, economic theories of the role of government, the relationship between the federal government and state and local governments, and the specific taxes used to finance state and local govemment activities are examined, with special attention paid to the current fiscal situation of the states, especially Massachusetts.
Prerequisites: 101 and 102.
3 Lect Hrs, 3 Credits

Econ 325
American Economic History*
The economic history of the United States, beginning with the colonial period and the economic basis of the Revolutionary War. Subsequent topics include the industrial revolution in the US, the economic basis for slavery and the Civil War, the broad-scale conflict between capital and labor during and after WW I, the weakness of the US economy during the 1920s, and the Great Depression of the 1930s.
Prerequisite: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 331
Money and Financial Institutions**
An economic analysis of the U.S. financial system, including examination of the major types of financial assets, financial markets, and financial institutions, as well as the major factors that determine asset prices and the structure of interest rates. Attention is given to the nature and operation of banking firms and the structure and regulation of the banking industry. Other topics may include the Federal Reserve and monetary policy; the determination of the money supply; recent trends in the banking industry; lending discrimination and community reinvestment; and current public policy issues in the areas of banking and finance.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 334
International Trade**
An examination of the theory of international trade in goods, capital and labor; the theory and practice of commercial policy, and the role of exchange rates in the trade. The course also examines how public policy can affect trade competitiveness. In addition, special attention is given to issues of trade policy in developing countries, in agricultural commodities and natural resources.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Department of Economics

Econ 335
International Finance**
An examination of the theory of international finance, balance of payments and foreign exchange markets, open economy macroeconomic policy with capital mobility and exchange rate flexibility, international monetary regimes, and international monetary reform.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 336
Economic Development**
Topics include the economic meaning of underdevelopment; the role played by different kinds of resources; the evaluation of alternative "strategies" for economic growth and development; and the interaction between the problems of the underdeveloped countries of Africa, Asia, and Latin America and the policies of the US and other developed countries.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 338
The Latin American Economy*
Description and analysis of the economic characteristics and problems of Latin American countries.
Prerequisite: Econ 102.
3 Lect Hrs, 3 Credits

Econ 343
The Political Economy of Black America*
A survey of the economic status of black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary blacks, e.g., housing, labor market discrimination and education. Evaluation of community economic development, black capitalism and other strategies for black economic development.
Prerequisite: Econ 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Econ 345
Natural Resources and Sustainable Economic Development
This course provides an introduction to sustainable growth and economic development. The first part focuses upon the techniques for managing natural resources. The second part focuses on specific regional, national and global resource problems, including energy usage, fisheries, population, and species extinction. Students are provided with an overview of strategies for achieving sustainable resource usage.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits
Mr Brown, Mr Terkla

Econ 349
Economic Approaches to Environmental Problems
An introduction to the economist's approach to solving environmental problems. The course examines applicable economic theories, then uses them to develop a framework for analyzing a wide range of environmental issues. Topics include benefit/cost analysis; measurement of environmental damages; and current government approaches to solving air, water, and solid waste pollution problems.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits

Econ 350
The Political Economy of Aging and Retirement
This course explores the impact and implications of, and the responses to, an aging population and workforce. Topics include the economic problems of aging, the institution of retirement, income maintenance alternatives, specific responses to aging in the public and private sectors, volunteer work and retired workers, age discrimination, and the older person as an under-utilized resource.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 351
Economic Philosophy*
An introduction to the basic behavioral assumptions of modern economics, and a comparison of these with the views of human nature and behavior presented in other disciplines and studies of humankind. Participants read and report on a wide range of materials from economics and from such related disciplines in the social sciences and humanities as sociology, psychology, philosophy, political science, and literature).
Prerequisite: Econ 101 and 102, or permission of instructor.
3 Lect Hrs, 3 Credits

Econ 372
Comparative Economic Systems**
An examination of alternative systems of economic organization. Analysis of the failed command economies of the former Soviet Bloc and discussion of the progress and prospects for reform in Russia, Poland and Hungary. Special attention is given to comparing alternative capitalist systems (U.S., Sweden, Germany, Japan and South Korea). Issues of concern include market and non-market mechanisms of allocation and distribution, workers' control, economic democracy, centralization and decentralization, and the relation of economic affairs to political and social affairs.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 380
Health Economics
An analysis of how health care markets function with specific reference to the US health care delivery system. Topics include the economic, social, and demographic factors determining the demand for health care services, the supply of various kinds of health-sector services, the financing of health care services, and alternative systems of health care delivery and financing.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits

Econ 385
Economics of Education*
This course deals with a variety of questions about the role of education in the economy and about economic aspects of the educational system. First, attention is given to the historical development of US public education and to different theories trying to explain that development. Students examine such issues as: Does education make people more productive? If so, how? Does education affect people's behavior in ways that make them "fit" better or worse in the large enterprises of the economy? Whose interests are served by the structure of our educational system? How does the educational system affect economic, social and political equality? Much of the course is devoted to particular controversies, for example, the issue of school choice, merit pay for teachers, the equalizing or disequalizing impacts of schooling, the importance of education in making the U.S. "more competitive".
Prerequisites: Econ 101 or 102.
Diversity Area: United States.
3 Lect Hrs., 3 Credits

Econ 390
Labor Market Economics**
An analysis of labor as an economic resource. Topics include the demand and supply of labor; wage determination and the structure of labor markets; income distribution, discrimination and inequality; unemployment and contingent work; labor as a macroeconomic variable, and public policies affecting the labor market.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 392
Women's Economic Roles*
Women's labor—unpaid and paid—is a crucial, yet often overlooked or undercounted component of economic activity in industrial countries. This course presents an historical overview of the economic roles of women in the U.S. and how economic theories explain these roles. The course focuses on why women's economic status has remained subordinate to men's and discusses policies directly affecting women's economic position.
Prerequisite: Econ 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Department of Economics

Econ 394
Sex-Segregated Labor Markets*
A study of women's inferior economic status. Review of theoretical and empirical work on topics including women's labor force participation, job segregation, wage differences and discrimination, and considerations of proposals for changes in public policy.
Prerequisite: Econ 101; 102 recommended.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Econ 395
The Economics of Social Welfare*
A study of major economic security programs in the United States, such as Social Security and Aid to Families with Dependent Children. The course begins with an examination of historical events leading to the programs of the American welfare system, analyzes the benefit and cost structure of the current system, and assesses the effects of recent attempts to reform that system.
Prerequisite: Econ 101 or 102.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Econ 417
Public Finance**
An examination of the role of the public sector in the US economy, focusing on public expenditures and tax theory. Topics usually include welfare economics and justifications for government intervention in the market economy, an explanation of the federal budget, theories of growth in government, benefit/cost analysis, income redistribution theory, tax incidence, and the effect of different forms of taxation on consumption, labor supply, savings, and investment.
Prerequisites: Econ 102 and 201; Math 129.
3 Lect Hrs, 3 Credits

Econ 431
Monetary Theory and Policy**
A study of the supply of and demand for money in macroeconomic models, and of current issues in monetary policy.
Prerequisite: Econ 202 and 331, and Math 129.
3 Lect Hrs, 3 Credits

Econ 432
Industrial Organization**
Presentation of a framework for the analysis and evaluation of the performance of American industry and an examination of a group of American industries to illustrate the usefulness of this framework in explaining the price, output and product policies in those industries. The course also includes an analysis of antitrust activities as a public policy designed to promote better market performance.
Prerequisite: Econ 201 and Math 129.
3 Lect Hrs, 3 Credits

Econ 433
Government Regulation of Private Business
Analysis of government policies toward business (including antitrust policy, economic regulation and social regulation) and their impact on society. Topics include the causes and consequences of mergers; the analysis of such business practices as resale price maintenance, franchising, bundling and tying arrangements; the regulation of public utilities, communications and transportation; health and safety regulation and patent policy.
Prerequisite: Econ 201 and Math 129.
3 Lect Hrs, 3 Credits

Econ 435
The Multinational Corporation*
Examination of the impacts of multinational corporations on the economic and social structures of less developed countries. Topics include theories of direct foreign investment, the nature of host country-foreign firm conflicts, issues in labor relations, the impact of economic integration, and the policy alternatives available to host countries. Research project and report required.
Prerequisite: Econ 334, 335, 336, or 338.
3 Lect Hrs, 3 Credits

Econ 452**
Econometrics
This is a course in the techniques of estimating economic models. The uses and pitfalls of empirical estimation in economics are examined. In addition to lectures, there is a weekly two-hour computer lab, where students apply these methods using econometric software.
Prerequisites: Econ 201 and 205.
3 Lect Hrs, 2 Lab Hrs, 4 Credits

Econ 453
Advanced Macroeconomics
An investigation of the stability and volatility of the U.S. economy, using both theoretical and applied analyses. The course examines several macroeconomic issues: the determinants of economic growth; the sources of instability in "managed-market" economies like the U.S.; the interaction between macroeconomic policy and the international economy and the scope for systematic stabilization policy.
Prerequisite: Econ 202 and Math 129.
3 Lect Hrs, 3 Credits

Econ 476
Internship in Economics
Carefully supervised field work for one or two days each week in Boston-area institutions that conduct research on economic issues. Open to a limited number of students each year. More information is available from the Economics Department.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3-6 Credits

Econ 478
Independent Study
Research and reading in any area in economics: the purpose of this course is to allow the student to do advanced work in an area of economics to which he or she has already been exposed or to investigate an entirely new area. Given in the fall term.
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

Econ 479
Independent Study
See Econ 478. Given in the spring term.
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

Econ 480
Seminar
A senior seminar conducted by various members of the faculty with concentration on their fields of scholarly interest.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits

Econ 489
Senior Research Project
Closely supervised individual research on a topic chosen by a student in consultation with a faculty supervisor. The course's aim is to enable highly qualified students to undertake the preliminary exploration—reading, thinking, data-gathering—necessary for the successful undertaking of writing a senior honors thesis during the following term. The thesis prospectus, must be completed, and accepted by the student's proposed thesis supervisor, before enrollment. Enrollment is limited to economics majors with at least 80 credits and an overall cumulative GPA of 3.25 who have completed at least 7 economics courses with a GPA of 3.5; permission of both a faculty supervisor and the department chairperson is required.
Hrs by arrangement, 3 Credits

Econ 490
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis. Topics will be mutually agreed upon by students and their faculty supervisors, on the basis of the thesis prospectus (See Economics 489). At the beginning of the term the department chairperson will, in consultation with the thesis supervisor, appoint a second reader for the thesis, who will be available for consultation during the term. On completion of the thesis, and its acceptance by the supervisor and the second reader, the student will present an oral summary of his or her research at a seminar open to all economics students and faculty.
Prerequisites: Successful completion of Econ 489; permission of both a faculty supervisor and the department chairperson.
Hrs by arrangement, 3 Credits

Engineering Program

Faculty

Shreedhar G Lele, Professor and Director; Assistant Professor Greg Sun

The Program

For students wishing to major in this field, the Engineering Program offers several options that make it possible for them to live and work in the Boston area while completing either two or three years of the course work required for the bachelor's degree in engineering. The program has been developed in cooperation with UMass Amherst, UMass Lowell and UMass Dartmouth, and UMass Boston has articulation agreements with these campuses as well as with many private area institutions.

A student who is admitted to the program and successfully completes the first two years is guaranteed admission to the School of Engineering at UMass Amherst and the Engineering School at Northeastern University to complete a degree in civil, electrical, mechanical or industrial engineering.

For students wishing to study electrical engineering there are several choices. First, they may enroll in a collaborative degree program with UMass Lowell in which they complete three years of study at the Boston campus, spend the senior year at the Lowell campus, and receive the BS in electrical engineering from UMass Lowell. This curriculum includes a computing concentration component or a computing foundation component in addition to the standard electrical engineering sequence.

Alternatively students may choose to take selected third year electrical engineering courses at UMass Boston, offered through distance learning technology in collaboration with UMass Amherst, UMass Lowell and UMass Dartmouth, before transferring to another campus in the UMass system.

Finally, transfer agreements with local, private institutions have been established through which electrical engineering majors who complete the two-year program at UMass Boston may transfer to Boston University, Northeastern University, Tufts University, or the Wentworth Institute.

Engineering students who wish to complete their education at UMass Boston may pursue a degree in engineering physics. This discipline, a branch of applied science that emphasizes both engineering and physics, is a challenging general alternative to the more specialized undergraduate engineering curriculum. For complete information, see the Engineering Physics section of this publication.

Engineering Majors

A student enrolled in engineering can later major in one of five areas:

Chemical Engineering*

Chemical engineers work in the creation, development, design and operation of processes for bringing about chemical and certain physical changes in materials. They engage in a wide range of activities including research and development, economic and market analysis, design, construction, operation, production supervision, sales, technical service, and management.

Civil Engineering

Civil engineers are concerned with construction, transportation systems, water resources, pollution, hydraulics, soil mechanics, foundation engineering, surveying and mapping, structural engineering, urban planning, and ocean engineering.

Electrical Engineering

Electrical engineers apply electrical and mathematical principles to the solution of engineering problems, and to the design of the electrical and electronic equipment of the future. Modern communications systems, high speed computers and biomedical instrumentation are just a few of the creations of electrical engineers. Students in this area have the option to study computer systems engineering.

Industrial Engineering

Industrial engineers are concerned with the design, installation, analysis and improvement of integrated systems of new materials and equipment. These systems are found in nearly all organizations and at all levels within the organization. Major areas of interest include health delivery systems, manufacturing and production systems, and large scale facilities planning.

Mechanical Engineering

Mechanical engineers use the principles of dynamics, solid mechanics, fluid and gas dynamics, heat transfer, thermodynamics, and material science together with mathematical and computer methods for application to research, development, design, and management in industry, government, and engineering education.

Engineering Curriculum and Degree Requirements

While at the Boston campus, students enrolled in the Engineering Program will follow a pattern of course work that closely parallels the curriculum followed by students in one of the five engineering majors who begin their studies at the School of Engineering at UMass Amherst or at Northeastern University.

Engineering Courses ***Total: 3-6***

- A required Introduction to Engineering (Engin 103) which provides a general overview of the field and is taken in the first semester of the freshman year.
- Two semesters in the student's chosen major, taken during the sophomore year.

Math Courses ***Total: 5-6***

- A two-semester freshman year calculus course (Math 140-141).
- Two sophomore year courses, including a third calculus course and an additional course that varies depending on major.
- A required second semester freshman year course in C language programming.
- An additional math elective course, usually taken in the junior year, but optional for sophomores if schedules permit.

Physics Courses ***Total: 2-3***

- A two-semester calculus-based course in physics (Phys 113 and 114) with laboratories (Phys 181 and 182).
- For majors in electrical engineering, an additional semester of physics.

Chemistry Courses ***Total: 2-4***

- A two-semester course in chemistry (Chem 103 and 104).
- For majors in chemical engineering, two additional semesters of chemistry.

In addition to the specific requirements listed above in engineering, math, chemistry and physics, students will take additional course work in English, the humanities, social sciences and physical sciences in order to meet graduation requirements of the institution to which they will transfer. Transferring students need not meet CAS graduation requirements, such as completion of the core curriculum and the passing of the Writing Proficiency Examination.

Courses

Engin 103
Introduction to Engineering
This course, required for all freshmen engineering students, introduces various fields of engineering through the use of selected engineering design problems. It also asks students to examine the kind of ethical problems engineers encounter in the course of their work.
Prerequisite: Math 130.
3 Lect Hrs, 3 Credits

Engineering Physics

Engineering Program

Engin 200
Systems Analysis I
(Electrical Engineering)
Physical characteristics and mathematical models of system elements; techniques for writing and solving system dynamic equations, with application to electronic circuits and other types of systems.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

Engin 202
Statics (Mechanical Engineering)
A vector treatment of the equilibrium of particles and rigid bodies. Topics include: vector algebra, forces, moments, couples, equations of equilibrium, free-body diagrams, graphical techniques, constraints, structures and mechanisms, friction, centroids and moments of inertia, the method of virtual work. (Course offered in the fall only.)
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

Engin 203
Engineering Graphics and Design
(Mechanical Engineering)
Introduction to basic principles of mechanical engineering design and basic graphics including design process, engineering analysis, and instrumentation. (Course offered in the fall only.)
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

Engin 211
Systems Analysis II
Concepts relating to transfer functions; digital and analog solutions of system equations, time and frequency domain analysis techniques with use of the Laplace transformation.
Prerequisite: Engin 200.
3 Lect Hrs, 3 Credits

Engin 221
Strength of Materials I
Notions of stress, strain and Mohr's circle; tension; shear and torsion; plane stress and plane strain; moments of inertia. Shear force and bending moment diagrams. Depletion of beams; indeterminate beams; Castigliano's principle; plastic bending of beams. Mechanical properties of materials. (Course offered in the spring only.)
Prerequisite: Engin 202.
3 Lect Hrs, 3 Credits

Engin 222
Dynamics
A vector treatment of dynamics. Kinematics of a particle in two and three dimensions. Dynamics of a particle; momentum, moment of momentum, and work-energy. Rigid bodies in plane motion; kinematics and dynamics. Relative motion. (Course offered in the spring only.)
Prerequisite: Engin 202.
3 Lect Hrs, 3 Credits

Engin 271
Circuit Analysis Laboratory
An introductory electrical measurements and linear circuit analysis laboratory to accompany the first semester sophomore-level electrical engineering courses. Topics include voltage and current division, Thevenin's Theorem, operational amplifiers, first order circuits, second order circuits, and phase measurements.
Prerequisite or corequisite: Engin 200 or permission of the instructor.
3 Lab Hrs (every other week), 1 Credit

Engin 272
Active Circuits Laboratory
An electrical measurements laboratory to accompany the second semester sophomore-level electrical engineering course, Systems Analysis II. Topics include power and phase measurements, frequency response, transformers, Fourier series.
Prerequisite: Engin 271.
Prerequisite or corequisite: Engin 211, or permission of the instructor.
3 Lab Hrs (every other week), 1 Credit

Engin 291
Analog Electronics I With Lab
Direct current circuits, alternating current circuits, physics of pn junctions, I-V characteristics of various diodes and their use in practical circuits, characteristics of bipolar-junction transistors (BJT), field effect transistors (FET) and metal oxide field effect transistors (MOSFET), and their use in practical circuits, and operational amplifiers and their use in practical circuits. (Course offered in the spring only. Engineering students may take Physics 391, which is the same course, as a replacement during the fall semester.)
Prerequisites: Engin 200 and 271.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Engin 292
Digital Systems with Lab
Concepts of digital measurement, counting, timing and switching, basic logic concepts, basic theorems in Boolean algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counter, registers and readout, and other combinational and sequential circuits. (Course offered in the fall only. Engineering students may take Physics 392, which is the same course, as a replacement during the spring semester.)
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Faculty

See Department of Physics

The Curriculum

Engineering physics is a branch of applied science which emphasizes both engineering and physics. It is a challenging general alternative to the traditionally more specialized undergraduate engineering curricula, offering flexible options for professional growth. The engineering physics curriculum is designed to provide a firm foundation of basic scientific principles, as well as the theoretical knowledge and skills required for specific engineering applications. The curriculum is equally suitable for students intending to pursue careers in industrial research and development, and for those preparing for graduate studies in a variety of scientific and technical areas.

The basic engineering physics curriculum consists of the first two years of a standard engineering program, followed by upper division courses equivalent to those required for a bachelor of science degree in physics. Students select a concentration of technical electives in one of a number of currently marketable areas: applied physics, properties of materials, computer science, or digital electronics. (Concentrations in other areas may be tailored to fit individual interests.) Students receive realistic, practical, problem oriented training in an advanced projects laboratory and seminar, designed with the cooperation of representatives from some of Massachusetts' outstanding high-tech industrial firms.

Requirements and Recommendations

The requirements for this degree are outlined below. Note that this listing is inclusive; no additional courses are required.

I. Introductory courses: Physics 113, 114, 181, 182, and 211; Engineering 103 (intended for first semester freshman students), 200, 211, 271, and 272; Mathematics 140, 141, 240, and CS 110 or approved substitute; English 101, 102, and the writing proficiency examination.

II. Intermediate and advanced courses: Physics 214, 281, 312, 321, 322 (or approved substitute), 382, (or approved substitute), 391 (or Engin 291), 392 (or Engin 292), 421, 481, and 482; Mathematics 260, 310, and an approved 300-level elective.

III. An elective sequence of six 3-credit engineering and applied science courses in an approved area of concentration. There are four currently available areas.

   A. Applied Physics: Engineering 202, 203, 221, Physics 350, and two of the following courses: Physics 600, 601, 602, 608, 615.

   B. Properties of Materials: Engineering 202, 221, 230, and one of the following tracks:

Department of English

Engineering Physics

1. Physical Chemistry: Chem 311, 312, 313, 314
2. Inorganic Chemistry: Chem 361 or 408; Chem 369, 370, 379
3. Organic Chemistry: Chem 253, 254, and 351 or 358

C. Computer Science: Engineering 202, 221, CS 210, 240, 260, and 310, or an applications course satisfying the Computer Science Intermediate Certificate, or a computer course at the level of CS 310 or above.

D. Digital Electronics: Engineering 202, 221, CS 210, 240, Physics 600 and either 601 or 608.

IV. Six CAS core courses in the areas of the arts, philosophical and humanistic studies, historical and cultural studies, and social and behavioral sciences. Five must be "C" courses, at least 2 of which are at the 200 level.

Students interested in engineering physics should obtain individual advice and guidance from the physics department at their earliest opportunity.

Transfer Credit Policy

See Department of Physics

EnrPhy 481-482
Engineering Physics Advanced Projects Lab and Seminar
Individual projects laboratory under the guidance of faculty in experimental and applied physics. An opportunity for the student to coordinate knowledge from mathematics, basic sciences and engineering sciences in the development of a specific project. Selected projects will emphasize design, analysis, development and evaluation; they will be chosen to simulate, as closely as possible, situations that might occur in industrial research and development.
Prerequisite: Senior standing as an engineering physics major.
4 Credits

Faculty

Robert Crossley, Professor and Chair; Professors Pamela Annas, John Brereton (on leave Spring 1999), Martha Collins (on leave Fall 1998, 1999), Linda Dittmar, Kenneth Frederick, Robert Greene (on leave Spring 1999), James Grove, Alan Helms, Susan Horton, Charles Knight, Eleanor Kutz, Donaldo Macedo, Margaret Mansfield, Monica McAlpine (on leave Spring 2000), Shaun O'Connell, Vincent Petronella (on leave Fall 1998), Lois Rudnick, Ron Schreiber, Lloyd Schwartz, Mary Shaner, Louise Smith, Taylor Stoehr (on leave Spring 1999), John Tobin, Vivian Zamel; Associate Professors Elsa Auerbach, Donald Babcock, Neal Bruss, Albert Divver, Elizabeth Fay, Judith Goleman, Richard Lyons, Charles Meyer, Duncan Nelson (on leave Fall 1998), Thomas O'Grady (on leave Spring 1999), Sheila Post, Patricia Powell (on leave 1998-1999), George Smith, Nancy Smith-Hefner; Assistant Professors Candace Mitchell, Carole Robinson; Visiting Writers Don Belton (1998-1999), Joyce Peseroff (Fall, 1998); Adjunct Associate Professors Kevin Bowen, John Conlon; Adjunct Lecturers Rosanne Donahue, Dorothy Harris

The Department

The English Department offers a wide variety of courses and programs in literature, language, and writing for major and non-major alike. Hundreds of UMass Boston students choose the English major as one of the best (and most recognized) forms of pre-professional training, since it cultivates powers sought after in many careers: perceptiveness, language skills, ability to analyze human motive and situation, careful judgment, the ability to recognize underlying principles and to foresee human consequences. Many study literature as the richest repository of human values and vision, and for others it provides unique opportunities for self-discovery as well as immediate access to remote worlds of experience. Courses in literature are organized according to the major critical orientations: historical, generic, thematic, and authorial, and each semester's offering of advanced courses gives balanced representation to these. Courses in practical and creative writing are available at three levels. Clusters of courses in language and linguistics and in the teaching of English are also available. Members of the department teach in several interdisciplinary programs, and all English faculty teach courses at all levels. The Department offers master of arts degrees for the study of literature and/or composition.

Requirements

Prerequisites

For all English courses above the 100-level, completion of the College of Arts and Sciences freshman writing requirement is prerequisite. This requirement is normally met through two semesters of freshman English (English 101-102). Information is available from the Department regarding those circumstances under which students may be exempted from taking English 101-102.

For non-majors, one 200-level English course is prerequisite for all 300- and 400-level English courses.

These requirements may be modified or waived for certain courses; see the director of the undergraduate major to inquire about such changes. The student who is strongly motivated to take a course for which he or she has not satisfied the prerequisites should contact the instructor for advice and permission.

The Major

I. At the sophomore level, all English majors must take the following three courses as prerequisites to advanced study:
   1. Engl 200 (Practical Criticism)
   2. Engl 201 (Five British Writers)
   3. Engl 206 (Six American Authors)

Majors must complete at least one of these three required sophomore-level courses before beginning advanced-level work.

II. Students majoring in English must complete with a grade of "C-" or better a minimum of ten courses beyond the freshman level. At least six of the ten must be advanced (300- and 400-level) courses, and must be distributed according to the following guidelines:
   1. Majors must take at least one advanced course in which a large proportion of the literature studied is from before 1850.
   2. Majors must take one course in distribution category "C" (below), and one in "D."

Please note: Courses taken on a pass/fail basis cannot be counted toward the major.

Distribution Categories

A. Writing
B. Language and Critical Theory
C. Literary Genres, Forms, and Modes
D. History and Society
E. Authors

The distribution category for each advanced course is indicated by letter code after the course title. In addition, an asterisk follows the code to indicate courses that meet the pre-1850 requirement.

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Courses in Other Disciplines

English majors interested in other disciplines such as psychology, linguistics, history, or the foreign languages will be assigned advisors with similar interests to help them plan a coherent, individualized program of study.

Courses Which Count Toward the Major

1. Humanities, American studies, Africana studies, women's studies, and linguistics courses, if taught by English faculty.
2. ThrArt 250, 251, 351.
3. One semester of independent study, which must be approved by the director of the major.

Courses Which Do Not Count Toward the Major

1. Literature in translation courses offered by foreign language departments.
2. Courses taken pass fail.
3. Courses in which the student receives a grade below C-.

The Minor

All minors are required to take Engl 200, 201, or 206.

In addition, students must take five other English courses, at least four of which must be at the 300 or 400 level. Students must complete all courses for the minor with a grade of at least C-.

Please note: Courses taken on a pass/fail basis cannot be counted toward the major.

Honors

The department offers a two-semester honors program for a small number of seniors whose work in English has been outstanding. Only three of the six honors program credits can be counted towards the major. Minimal requirements for admission to the program are a 3.0 cumulative average (3.5 in English courses) and recommendations to the English honors committee from faculty members acquainted with the applicant's work. Interested students should contact the director of the major. (Note the descriptions of Engl 498-499 below.)

Creative Writing Program

Students who are not English majors and who wish to earn certificates in creative writing should refer to the "Creative Writing Program" section of this catalog.

The English major who pursues a program of study in creative writing must—while satisfying all English major requirements—complete at least four one-semester courses in creative writing, only one of which may be an introductory course. Courses approved to date for the program include:

Engl C210 (Introduction to Creative Writing)
Engl 211 (Introduction to Creative Writing: Poetry)
Engl 212 (Introduction to Creative Writing: Fiction)
Engl 300 (Creative Writing: Workshop)
Engl 301 (Creative Writing: Poetry)
Engl 302 (Creative Writing: Fiction)
ThrArt 250 (Introduction to Playwriting)
ThrArt 251 (Playwriting I)
ThrArt 351 (Playwriting II)
ThrArt 275 (Screen and TV Writing)

Students are advised to take Engl C210 as sophomores or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and Engl 300, 301, and 302; and ThrArt 251 may be repeated for credit.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors. Certification in creative writing requires final approval by the director of creative writing, in consultation with members of the creative writing faculty based on a portfolio of work completed in creative writing courses. Students may take one semester of Engl 478 or 479 for credit toward the creative writing program requirement with permission from the program director.

Honors in English and Creative Writing

The Creative Writing Program, in conjunction with the English Department, has offered a two-semester program for a small number of seniors.

Special Programs

As noted in other sections of this publication, the English Department participates in programs involving teacher certification, American Studies, Africana Studies, Communication, Irish Studies, Linguistics, Women's Studies. The department also participates in graduate studies through its MA in English Program.

Transfer Credit Policy

Transfer students may count toward the major requirements no more than five English courses taken elsewhere. Sophomore-level courses taken elsewhere do not substitute for advanced-level major courses. Major prerequisites may be waived or modified for transfer students who have completed equivalent or comparable courses elsewhere. Transfer students should contact the director of the undergraduate major or designated advisors.

Courses

Engl C120
Humanistic Perspectives
How persons grounded in the liberal arts understand the ordinary world—politics, leisure, technology, the future, and everyday life. In the process, the underlying values, beliefs and mental skills which make this understanding possible will reveal themselves.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Bruss, Mr Crossley, Mr Nelson, Mr Savery

Engl C130
Introduction to the Art of Literature
Fiction, poetry, drama, essays—what they are and what they mean. An introduction to ways of seeing and understanding literature—its genres, its forms, its styles, its methods and meanings. We explore the common ground between literature and the other arts, while keeping in view the crucial differences.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Dittmar, Mr Nelson, Mr O'Grady, Ms Shaner

Engl C202
The Nature of Literature: Poetry
This course offers an introduction to reading poetry and to the general area of the arts. Through various critical approaches and a philosophical inquiry into the nature of poetry the course traces the affinities of poetry with other forms of literature and with other arts. The class reads poems of various kinds, including dramatic lyrics, sonnets, ballads and satires, drawn from the classical range of English and American poetry, but without attempting to study the history of poetic forms and styles.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Collins, Ms McAlpine, Mr Schwartz, Mr Schreiber

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Engl C203
The Nature of Literature: Drama
An introduction to drama and to the general area of the arts. Plays are selected for study which exhibit the variety of ways in which dramatic actions explore aspects of common human experience and in which dramatic form shapes meaning. Attention is given to the manner in which performance combines literary form with elements of spectacle shared by other arts.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr O'Grady, Mr Petronella

Engl C204
The Nature of Literature: Fiction
An introduction to various critical approaches to the understanding and appreciation of fiction. Close reading of short stories and novels with special attention to the language and forms of fiction, as well as the writing of critical and interpretive papers. Comparison of fiction both to the visual arts (e.g., point of view, setting, imagery) and to music (e.g., prose rhythm, duration, thematic repetition, and variation). Attention to developing a sense of the milieu in which an artist works.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Brereton, Mr Knight, Ms Mansfield

Engl C210
Introduction to Creative Writing
An introduction to the arts through the medium of writing as well as reading poetry and fiction. Student writing is submitted weekly and discussed in class.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Bowen, Ms Collins, Mr Grove, Ms Powell, Mr Schwartz

Engl C225
Introduction to Shakespeare
An introduction to Shakespeare's dramatic art, with special emphasis on interpretive performances on stage and film. Students are expected to supplement the careful reading of a small number of Shakespeare's plays with the viewing of videotaped performances. Attendance at a live performance may be required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Crossley, Mr Divver, Mr Greene, Mr Tobin

Engl 010
English Fundamentals
Intensive work for selected students in small classes on fundamentals of college reading. Writing and revising; regular individual consultation. Intended for students advised to take this course after placement examination. This course is not part of the college writing requirement.
3 Lect Hrs

Engl 101
Freshman English I
Small class instruction and practice in writing for college courses on various kinds of topics, many from experience and observation, chosen to develop the student's confidence and ability. Readings and materials vary from section to section, but all sections require a minimum of eight 600-word papers.
Note: This course satisfies the first half of the College's freshman writing requirement.
3 Lect Hrs, 3 Credits

Engl 102
Freshman English II
Continuation of Engl 101, with emphasis on topics and research writing assignments of the kinds encountered in many types of college courses. Readings and materials vary from section to section, but all sections require a minimum of seven papers, including a longer research paper.
Note: This course satisfies the second half of the College's freshman writing requirement.
Prerequisite: Engl 101 or equivalent.
3 Lect Hrs, 3 Credits

Engl 106
Oral Communication
The course focuses on improvement of interpersonal, small group, and public communications skills. Through readings, journals, class discussions and activities, we explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.
3 Lect Hrs, 3 Credits

Engl 200
Practical Criticism
Concentrated study of a few literary texts and of fundamental critical approaches to them. Although some attention is given to theoretical matters, the emphasis primarily is on the reading of fiction, poetry, and drama (works selected from various historical periods), and on providing the student with the specific techniques and vocabulary necessary for talking and writing effectively about literature.
Distribution Area: The Arts.
3 Lect Hrs, 4 Credits
Mr Brereton, Mr Divver, Ms Horton, Mr O'Grady, Mr Schreiber, Ms Shaner

Engl 201
Five Major British Writers
Representative works by five of the most important writers from the fourteenth to the nineteenth century, studied as introductions to philosophical and humanistic studies, explored as reflecting and shaping the leading ideas, assumptions, and values of their ages. Works by Chaucer, Shakespeare, and other authors such as Milton, Swift, and Austen, with films and background lectures on the philosophical and historical contexts of the works and their authors. Instruction in analytical reading and writing is provided.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Crossley, Mr Divver, Ms Fay, Mr Knight, Ms McAlpine, Ms Shaner, Mr Smith, Mr Tobin

Engl 206
Six American Authors
The achievements of American literature in articulating the American mind is illustrated by works from some well-known American writers—Thoreau, Dickinson, Faulkner, for example—as well as from those who deserve to be better known, such as Frederick Douglass, Kate Chopin, Zora Neale Hurston.
Distribution Area: The Arts.
Diversity Area: The United States.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Frederick, Mr Grove, Ms Mansfield, Mr O'Connell, Ms Post

Engl 211
Writing and Reading Poetry
An introduction to the writing of poetry for students who may or may not have had prior experience. Students read poetry as a basis for learning to write it, and class discussion focuses both on assigned readings and on student work. Individual conferences with the instructor are also required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Schwartz

Engl 212
Writing and Reading Fiction
An introduction to the writing of fiction for students who may or may not have had prior experience. Students read fiction as a basis for learning to write it, and class discussion focuses both on assigned readings and on student work. Individual conferences with the instructor are also required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Frederick, Mr Grove, Ms Powell

Department of English

Engl 215
Intermediate Composition
A composition course offering continued practice in expository and argumentative writing. The emphasis is on the development of rhetorical concepts—definition, exemplification, comparison, etc. for both analytic and compositional purposes, for both critical reading and the organization and development of papers. Readings are short, complex passages representative of the kinds of discourse met in college classes and texts.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Brereton, Mr Bruss, Ms Robinson, Ms Smith

Engl 215E
Intermediate Composition
A composition course offering further practice in expository and argumentative writing. Emphasis is on critical reading and the organization and development of papers. Readings are complex passages that are representative of the kinds of discourse assigned in college classes and texts. Special attention is given to the linguistic needs of ESL students.
3 Lect Hrs, 3 Credits
ESL Staff

Engl 216
Writing as Women
A sophomore-level writing course designed to work with writing in the context of women's particular relationship to language, Writing as Women is both theoretical and practical. Students read and discuss feminist analysis of language, read and study a number of women writers who are models of strong individual female voices, work at their own style and particular voice, and practice the skills of research, organization, and editing at a level usual to an intermediate writing course.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Annas

Engl 230
Introduction to American Literature I
Prose and poetry of American writers from the first explorers through the Civil War: the ages of Puritanism, Revolution, and Romanticism. Among the texts, many of which are historical, philosophical, political, and religious in nature, are works by William Bradford, John Smith, Anne Bradstreet, John Winthrop, Thomas Paine, Benjamin Franklin, Jonathan Edwards, Phillis Wheatley, Indian orators, Hawthorne, Poe, Emerson, Whitman, Melville, and Frederick Douglass.
Distribution Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Post, Ms Rudnick

Engl 231
Introduction to American Literature II
American life and letters in times of boom and bust after the Civil War—the Great Barbecue, the Brown Decades, the Great War, Depression and after—studied in the fiction of such writers as Twain, James, Hemingway, Fitzgerald, Baldwin, and Bellow; poets such as Dickinson, Frost, Stevens, Lowell, and Plath; and dramatists such as O'Neill and Miller. Light shed through literary art on nineteenth and twentieth century American problems, and on the conflict between American Dream and American reality.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Grove, Ms Post, Ms Rudnick

Engl 235
Black Literature in America
A survey of works by African-Americans with attention to the interaction of musical, oral and literary forms in Black expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, and others.
Distribution Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Engl 240
Introduction to the English Language
An introduction to the English language and to the changing attitudes of the language users, which underlie grammars, dictionaries, linguistic theories, speech, and writing. Major units of the course cover attitudes towards our language, traditional and contemporary approaches to the structure of English, language acquisition, and language variation.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Bruss, Mr Divver, Ms Kutz, Ms Mansfield, Mr Meyer, Mr Smith

Engl Z281
Special Topics
Various courses in literature, language, and composition are offered experimentally under this heading. Topics are announced each semester during preregistration.

Engl Z284
Language, Literacy and Community
This course is designed to be taken in conjunction with Engl 285. It provides theoretical and practical foundations for teaching second language adult literacy. Course work considers participants' own language/literacy acquisition processes and practice as tutors. The course focuses on learner-centered approaches to teaching adult ESL/literacy.
Prerequisites: Engl 101, 102, and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel, and Staff

Engl 285
Tutor Training: ESL
This course emphasizes the theoretical and practical issues in the teaching of ESL, thus providing tutors with a framework with which to view their own teaching and observation experiences. Readings and discussions address materials development, instructional techniques, and textbook evaluation. Open only to UMass Boston ESL tutors.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel

Advanced Courses

Each semester the English Department offers four or five advanced courses in writing and twenty-five in language, criticism, and literature. All courses listed are offered at least once every five semesters, and many courses are offered annually. For annual offerings, consult the English Majors Handbook.

Advanced Courses in Writing
(Enrollment by Permission)

Engl 300
Creative Writing Workshop (A)
A creative writing workshop for students who have some experience in the writing of poetry, fiction, or drama. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Grove, Mr Schwartz

Engl 301
Advanced Poetry Workshop (A)
An advanced poetry workshop in which students practice and improve the poetic skills they have already begun to develop. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Schwartz

Engl 302
Advanced Fiction Workshop (A)
An advanced fiction workshop in which students practice and improve the writing skills they have already begun to develop. Class discussion focuses on student work, and individual conferences with the instructor are required.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Frederick, Mr Grove, Ms Powell

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Engl 306
Advanced Composition: Theory and Practice (A)
For serious writers in various nonfictional modes, such as description, narration, expository or informative writing, and written argument. While there is some emphasis on the philosophy of composition, everything read and discussed will have a practical as well as a theoretical function. Sections of this course taught by different instructors vary in emphasis from the composing process to techniques of the new journalism, to technical writing, writing for prelaw students, techniques of research for the long paper and report. But all are conducted in small classes or workshops, all are concemed with informative or argumentative writing for advanced students, and all require the permission of the instructor for enrollment.
3 Lect Hrs, 3 Credits
Mr Brereton, Mr Bruss, Ms Goleman, Ms Mansfield

Engl 313
Gay Literature (D)
The study of selected works of Western gay literature and discussion of themes and issues suggested by these works. Representative authors include Sappho, Plato, Woolf, Barnes, Shakespeare, Genet, Mann, Forster, and many contemporary female and male writers.
3 Lect Hrs, 3 Credits
Mr Helms, Mr Schreiber

Literary Forms, Genres, and Modes

Engl 317
Arthurian Literature (D*)
A study of the evolution of the Arthurian materials (from the twelfth century to the present); their origins in history, legend and myth, their emergence in the major twelfth century romance cycles, and their adaptations by later ages; the examination of recurring characters and motifs to discover how the Arthurian legend has been adapted to reflect the different aesthetic and social values of different historical periods.
3 Lect Hrs, 3 Credits
Ms McAlpine

Engl 318
Medieval Ballad and Lyric (D*)
A study of popular poetry and song in the Middle Ages, beginning with translations of Latin lyrics and student songs, moving through a consideration of Middle English lyrics, and culminating with a study of the traditional ballad.
3 Lect Hrs, 3 Credits
Ms Shaner

Engl 319
English Epic Poetry (C*)
A study of the epic and mock-epic tradition in English poetry from the Renaissance through the Romantic period. Consideration of efforts to emulate the classic achievements of Homer and Virgil; consideration of the oral roots of the epic genre; close reading of three or four long poems (works of Spenser, Milton, Dryden, Pope, and Wordsworth may be studied); consideration of the history and theory of the epic genre.
3 Lect Hrs, 3 Credits
Mr Crossley

Engl 320
Autobiography (C*)
A study of the major autobiographical writings in America, from colonial to modern times, by such writers as Jonathan Edwards, Benjamin Franklin, HD Thoreau, Henry Adams, Henry James, and others, with consideration of their European forerunners from Augustine to Rousseau, and with attention to contemporary memoirists such as Malcolm X, Maxine Hong Kingston and Lillian Hellman.
3 Lect Hrs, 3 Credits
Mr Helms

Engl 321
Biography (C)
A course in the problems and methods of writing biography, together with an analysis of the nature of the genre of biography, illustrated by a number of important historical examples. The course focuses on biographies and historical documents of a few historic figures, such as Joan of Arc, Thomas More, Samuel Johnson, and Mahatma Gandhi. Students work under supervision on biographical projects of their own devising.
3 Lect Hrs, 3 Credits
Mr Stoehr

Engl 322
Rise of the Novel (C*)
The emergence of the most popular and influential literary form of the past two centuries. The nature of the novel, its formal characteristics and social concerns, is traced in seven or eight major works by early artists in the novel, such as Defoe, Richardson, Fielding, Austen, and Scott.
3 Lect Hrs, 3 Credits
Mr Crossley, Mr Knight

Engl 323
The British Novel and the Nineteenth Century (C)
A study of the important British novelists from Austen to Hardy and Conrad. The relation of their fiction and its several modes ("realism"; "romance") to the poetics of fiction as well as to contemporary reality and the social scene. Other novelists to be emphasized are Dickens, the Brontes, and George Eliot.
3 Lect Hrs, 3 Credits
Mr Bowen, Ms Horton, Ms Smith

Engl 324
Short Story (C)
A study of the short story, chiefly as a genre of this century. The course traces its development from nineteenth century origins, concentrating its reading on such American and Irish writers as Welty, O'Connor, Cheever, Lavin, Joyce, Hemingway, Montague, and considering as well the statements made by short story writers on the poetics of short fiction.
3 Lect Hrs, 3 Credits
Mr Helms, Mr Schreiber

Engl 325
Narrative in the Novel and Film (C)
This course studies the forms of narrative art in films and modern novels. Experimental and theoretical aspects of both media provide a major focus, and some critical reading will be required. Materials include fiction by James, West, Nabokov, Hawkes, and Barth, and films by Bunuel, Weine, Eisenstein, and Resnais.
5 Lect Hrs, 5 Credits
Ms Dittmar

Engl 326
Forms of English Drama I (C*)
A study of English drama before and during Shakespeare's career emphasizing the development of comedy and tragedy as form and idea, this course provides a setting for the study of Shakespeare. Readings include selected episodes from the mystery cycles, a morality play, and works by such playwrights as Marlowe, Kyd, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont, as well as a comedy and a tragedy of Shakespeare.
3 Lect Hrs, 3 Credits
Mr Petronella, Mr Tobin

Engl 327
Forms of English Drama II (C*)
A study of drama in English since the reopening of the theaters at the Restoration of 1660. The development of comedy of manners from Wycherly and Congreve through Sheridan to Wilde and Shaw, and of tragedy from the early eighteenth century through the romantic era, through Ibsen and his followers, to the early twentieth century.
3 Lect Hrs, 3 Credits
Mr Petronella

Engl 328
Modern Drama (C)
A study of British and American drama in the first half of the twentieth century, including works in translation of influential foreign playwrights. Attention to the literary themes, forms and styles of modern drama, and to aspects of drama in performance. Works by such authors as Ibsen, Chekhov, Shaw, O'Neill, Odets, Beckett, Brecht, Miller and others.
3 Lect Hrs, 3 Credits
Ms Dittmar

Department of English

Engl 330
Short Novel (C)
Through reading of representative short novels, the course attempts to define the differences among the short story, the novel, and the novella or short novel. Generalizations about the similarities and differences between these genres and poetry and drama are considered. The course studies novels by such writers as Tolstoy, James, Conrad, Porter, Roth, Faulkner, Wright, and Camus.
3 Lect Hrs, 3 Credits
Mr Divver, Mr Nelson

Engl 331
Satire (C*)
Readings from the classical period of satire. Aristophanes, Horace, and others raise issues about the nature, functions, and techniques of satire, its relations to intellectual attitudes, social criticism, and literary forms. Variations on the classical patterns and the role of satire in contemporary culture are seen in a range of later satiric works.
3 Lect Hrs, 3 Credits
Mr Knight

Engl 332
Comedy (C*)
Comic literature from different cultures and periods, ancient through modern, illustrates the recurrence of different comic modes: satire, irony, romantic comedy, comedy of manners, and comedy of the absurd. Essays about theories of comedy aid students in evaluating the literature and forming their own ideas about the nature of comedy.
3 Lect Hrs, 3 Credits
Mr Petronella

Engl 333
Tragedy (C*)
The course explores both the changing and the enduring aspects of tragedy by examining tragedic works of different ages, from ancient Greece to modern times. Readings may include such works as *Oedipus, Thyestes, Dr. Faustus, Macbeth, The White Devil, King Lear, Samson Agonistes, Desire Under the Elms,* and *Death of a Salesman,* examined in the light of essays about the vision of tragedy, the nature of tragic action, the tragic hero, the tragic times, for example. Students are encouraged to evaluate theories against one another and against their own experience of the literature, in order to formulate their own ideas about the nature of tragedy.
3 Lect Hrs, 3 Credits
Mr Petronella

Engl 334
Science Fiction (C)
A survey of science fiction beginning with Mary Shelley's Frankenstein and HG Wells' The Time Machine. The course goes on to consider early twentieth century science fiction, "golden age" science fiction (the 1950s), New Wave science fiction, and feminist science fiction. Though our focus will be on science fiction in England and America, we look at some science fiction from France, Poland, the Soviet Union, Germany and Czechoslovakia. And we consider the connections and the differences between science fiction literature and science fiction film. Specific topics include technology, images of women, utopia and dystopia, aliens and humans, and the image of the scientist.
3 Lect Hrs, 3 Credits
Ms Annas, Mr Crossley

Engl 335
Visionary and Prophetic Modes in Literature (C)
Visionary and prophetic experience as reflected in selected writings from such sources as the Bible, Blake, Hesse and primitive poetry. Theoretical works about non-rational perception. Tarot readings and the I-Ching.
3 Lect Hrs, 3 Credits
Mr Schreiber

Language and Critical Theory

Engl 340
Contemporary English (B)
A look at the structure and the social dynamics at work in the English language today, chiefly in America. Topics: competing grammars, speech in Massachusetts, effects of social stratification on language, regional and social dialect, language and gender, language and ethnicity, and changes in meaning.
3 Lect Hrs, 3 Credits
Mr Meyer

Engl 341
Language and Literature (B)
An exploration of literary meaning and the character of language as a symbolic form. Special emphasis on the structure of metaphor and consideration of psychological and philosophical aspects of language: basic conceptions of meaning; theories of the origin of speech; problems of intention, expression, and interpretation; background of modern theories of grammar, semantics, and semiotics.
Prerequisite: Engl 240.
3 Lect Hrs, 3 Credits
Mr Bruss, Mr Divver

Engl 342
History of the English Language (B*)
What English is descended from, what it is related to, how it has changed and is still changing. Emphasis on changes in sound and grammar; learning a system for analyzing, classifying and transcribing speech sounds; becoming familiar with classical grammar in order to understand grammatical changes.
3 Lect Hrs, 3 Credits
Mr Bruss, Ms Mansfield, Mr Meyer

Engl 346
Poetry and Poetics (B*)
Reading of several groups of poems, old and recent, in order to learn as much as possible about what poetry is and does. The readings illustrate, successively: 1) the nature of poetry; 2) prosody; 3) verse forms; 4) the language of verse. The course assumes no prior knowledge of poetics. (Course offered in the spring only.)
3 Lect Hrs, 3 Credits
Mr Schwartz

Engl 347
Principles and Methods of Literary Criticism (B)
The leading principles and methods of Western literary criticism, considered in their historical contexts. The course explores and defines major issues in literary study by close examination of major critical writings from Aristotle to modern times. No prior knowledge of criticism is necessary.
3 Lect Hrs, 3 Credits
Mr Divver, Ms Horton

Engl 348
The Nature of Literacy (B)
A study of the theories of literacy, in its relation to human thinking and to social uses and contexts; and of the practice of literacy, in the teaching, learning, and use of literate behaviors in contemporary American society. The course links the active investigation of literacy issues with related readings, and draws implications for the teaching of reading and writing and for the study of literature.
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Kutz, Ms Mitchell

Literature by or about Africans or African-Americans

Engl 354
The Black Presence in American Literature (D)
Nineteenth and twentieth century literary texts by black and white writers who write with a significant consciousness of black people in American society.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Stoehr

Department of English

Engl 355
Black Poetry (C)
Critical and historical survey of black poetry from its oral beginnings to the present; minor emphasis on Harlem Renaissance and major emphasis on the contemporary Black Arts movement; relationships between black poetry and black music; black social and political thought.
3 Lect Hrs, 3 Credits

Engl 356
The African-American Novel in America (C)
Selected works by black American novelists from the 1850s to the present, with an emphasis on issues of geographical and psychological transition. Novelists studied may include Brown, Delaney, Dunbar, Chesnutt, Petry, Walker, and Ellison.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Post

Engl 357
African-American Women Writers (D)
The course considers content, form and modes of expression in prose, poetry and criticism by black women writers from the eighteenth century to the present. Readings include slave narratives, colonial and abolitionist writings, works from the Harlem Renaissance and by contemporary writers such as Bambara, Sanchez, Walker, and Brooks.
3 Lect Hrs, 3 Credits
Ms Harris

Engl 359
African Women Writers (D)
This course examines the works of fiction produced during and after the colonial period by African women and the contributions they have made toward developing the canon of African writers. By reading selected novels and essays, students examine such issues as oral literary traditions, the struggle for economic independence, balanced relationships, writing as a form of ideological resistance, and more.
3 Lect Hrs, 3 credits
Ms Powell

Modern Literature

Engl 362
Modern British Poetry (C)
British poetry from 1914 to present; poets of the First World War—Sassoon, Jones, Owen, Rosenberg, Flint, Read; poets of the thirties—Auden, Spender, MacNeice; poets writing from 1945 to the present—MacDiarmid, Larkin, Ted Hughes, Jon Silkin, Geoffrey Hill, Michael Hamburger, and others.
3 Lect Hrs, 3 Credits
Mr Helms

Engl 363
Modern American Poetry (C)
American poetry from the beginning of the century to the end of World War II, focusing on the major works of Frost, Pound, Eliot, Williams, Stevens. Primary attention to the poems as formal works of art; secondary attention to historical, philosophical, and aesthetic contexts (e.g.: World War I, Einstein's relativity and existentialism, Kandinsky and abstract art). Close analysis of particular poems as successful works in their own right and as exemplars of a particular writer's thematic and stylistic concerns.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Helms, Mr Schreiber

Engl 364
Contemporary American Poetry (C)
A comprehensive overview of living American poets, plus intensive readings in selected writers such as Ashbery, Levertov, Ginsberg, Lowell, Wilbur, Ammons, Baraka, Plath, Merwin, Duncan, and Rich. Discussions of individual poets on their own merits and as exemplars of current poetic schools.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Helms, Mr Schreiber

Engl 367
Modern British Fiction (C)
A survey of the novel in Britain from the end of the Victorian years (with Hardy and Conrad) through the first half of the twentieth century, emphasizing Lawrence, Woolf, and Forster, and including as far as time permits later novelists such as Cary, Waugh, Greene, Murdoch, and Lessing.
3 Lect Hrs, 3 Credits
Mr Divver, Mr Lyons, Mr Nelson

Engl 368
Modern American Fiction (C)
A study of significant American fiction from the close of the nineteenth century to World War II. Attention to aspects of literary modernism, aesthetic self-consciousness and experimentation, and the interaction between evolving fictional forms and changing social patterns. Further emphasis: the impact of World War I and the Depression upon behavior, sensibility and novelistic strategy; growing explicitness; the emergence of other voices from other rooms—ethnic, sexual, regional, racial; the variety and achievement of modern American fiction. Works by Henry James, Stephen Crane, Edith Wharton, F Scott Fitzgerald, Ernest Hemingway, William Faulkner and others.
3 Lect Hrs, 3 Credits
Mr Frederick, Mr Grove, Ms Mansfield, Mr O'Connell

Engl 369
Contemporary American Fiction (C)
A survey of American fiction since 1950. Works by Baldwin, Bellow, Betts, Gaines, Keller, Mailer, Malamud, Oates, Olsen, Percy, Reed, Updike, Vonnegut, Wright and others.
3 Lect Hrs, 3 Credits
Mr Frederick, Mr Grove

Themes and Audiences

Engl 370
American Detective Fiction (C)
A survey of detective fiction and the crime novel in America. Authors include Poe, Hammett, Chandler, Cain, Spillane, Ross MacDonald and others. Films are shown.
3 Lect Hrs, 3 Credits
Mr Grove

Engl 371
The Adolescent in Literature (D)
Such problems as adolescent culture, the rites of passage into adulthood, and the literary expression of these phenomena. Writers such as Wolfe, Salinger, Capote, Knowles, McCullers, Donleavy, Mishima, Golding, Lessing, Moravia, Mauriac, and Sagan.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Grove, Mr Nelson

Engl L372 (AmSt L372)
American Women Writers and American Culture
This course examines the significant contribution that women writers have made to the creation and development of an American national literature and culture. Points of emphasis include studying representative writers from different historical periods; examining the structures, forms, themes, concerns, and cultural contexts of individual works, as well as tendencies; and examining the relation of women's writing to American culture.
3 Lect Hrs, 3 Credits
Ms Post

Engl 373
Literature of the Working Class (D)
This course studies literature which takes the working class as its subject. It examines questions such as the following: how is the literary work affected by the relationship of the author to the working class? What have been the traditional literary forms for treating working class subjects and what is their effectiveness? What are the consequences of politics or ideology in literary works?
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Annas

Engl 374
Literature and Society, 1760-1850 (D*)
Interactions of social and economic change and literary culture in the period of revolutions, at home and abroad, in England. Changing class structures and literary publics. Readings in poets such as Burns, Blake, and Browning, novelists such as Godwin, Austen, and the Brontes, and essayists such as Cobbett and Mary Wollstonecraft.
3 Lect Hrs, 3 Credits
Ms Fay

Department of English

Engl 375
Children's Literature (C)
The study of literature for children, including criticism and the history of the development of literary materials written specifically for children. The works studied—by such authors as Lewis, Grahame, Wilder, and Milne—are explored in the context of the historical and cultural settings in which they were produced, and the texts are analyzed both as works of art and as instruments of cultural and didactic impact.
3 Lect Hrs, 3 Credits
Ms Shaner

Engl 376
Literature and the Political Imagination (D)
The course studies ways authors use imaginative literature to respond to political situations and to voice moral and political beliefs. It probes such themes as war and conquest, wealth, race, sex, but its main emphasis is on language and organization and this emphasis requires close analysis of style and structure. Authors may include Dickens, Forster, and Conrad, Dos Passos, Hansberry, Baraka, and Malraux, Brecht, and Silone.
3 Lect Hrs, 3 Credits
Ms Dittmar, Mr Stoehr

Engl L377 (AmSt L377)
Irish-American Literature and Culture (D)
Studies in Irish-American culture during that century between the great famine and the Kennedy Presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; drama: O'Neill.
3 Lect Hrs, 3 Credits
Mr O'Connell

Engl 378
Literature and Media (D)
A comparison of two kinds of imaginative experience, with particular emphasis on the effects of formula and format, the standardization which results from technological methods of production and distribution to mass audiences. How are our lives different because of the pervasiveness of these new cultural habits?
3 Lect Hrs, 3 Credits
Mr Dlvver, Mr Stoehr

Authors

Engl 381
Chaucer (E*)
A study of the Canterbury Tales and, time permitting, some of Chaucer's works in the original Middle English. No prior knowledge of Chaucer, the period (the later fourteenth century), or Middle English is required. Taped readings aid in learning the language. Discussion emphasizes how the works reflect the medieval period and how Chaucer draws readers of all periods into intellectual and moral pilgrimages of their own.
3 Lect Hrs, 3 Credits
Ms McAlpine, Ms Shaner

Engl 382
Shakespeare (Early) (E*)
Shakespeare's comedies, history plays, and early tragedies largely from the first half of Shakespeare's career. The course emphasizes critical interpretations of individual plays but it attempts as well to review Shakespeare's dramatic art in general, theater history and conventions, theory of comedy and theory of tragedy, the language of verse drama, and the development of the history play.
3 Lect Hrs, 3 Credits
Mr Divver, Mr Petronella, Mr Smith, Mr Tobin

Engl 383
Shakespeare (Later) (E*)
Shakespeare's problem plays, major tragedies and late romances. The course emphasizes critical interpretations of individual plays, and it assumes that students will have had some experience of Shakespearean plays, such as those in Engl 382. But this course may be elected without such experience.
3 Lect Hrs, 3 Credits
Mr Divver, Mr Petronella,Mr Smith, Mr Tobin

Engl 385
Milton (E*)
Reading and discussion of John Milton's English poetry and some of his prose: early lyrics; the tragedy *Samson Agonistes;* the epics *Paradise Lost* and *Paradise Regained.* Attention to modern debates about structure and style and to the relation between Milton's politics and his poetry.)
3 Lect Hrs, 3 Credits
Mr Divver, Mr Smith, Mr Tobin

Engl 390
Henry James (E)
A study of James' major writings, with special attention given to his aesthetic and cultural development.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Lyons, Mr O'Connell

Engl 391
Joyce (E)
A study of the cyclical nature of the works of James Joyce: Dubliners, Portrait of the Artist as a Young Man, Ulysses, and parts of Finnegan's Wake. Emphasis, however, is on the close critical reading of Ulysses.
3 Lect Hrs, 3 Credits
Mr Divver, Mr O'Grady

Engl 392
Yeats (E)
Yeats' development as a poet, from his early pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
3 Lect Hrs, 3 Credits
Mr O'Grady

Engl 393
Dickens (E)
A study of Charles Dickens' novels and the wonderful fictive world he created; his life and times; the tradition he shared in and changed. Emphasis on five novels, such as *The Old Curiosity Shop, Oliver Twist, Martin Chuzzlewit, Dombey and Son,* and *Our Mutual Friend.*
3 Lect Hrs, 3 Credits
Ms Horton

Engl 394
Twain (E)
A study of the major works of Mark Twain—fictional and nonfictional—within the contexts of his life, the literary and folk traditions of his art, the political, social and cultural ferment of his times.
3 Lect Hrs, 3 Credits
Ms Rudnick

Engl 395
Faulkner (E)
An intensive reading of seven of the novels set in Faulkner's mythical Yoknapatawpha County, considering each work as a novel in its own right but also as a part of what Malcolm Cowley has called "the whole interconnected pattern" of Faulkner's Yoknapatawpha fiction.
3 Lect Hrs, 3 Credits
Mr Frederick

Engl 396
Walt Whitman and the Creation of American Poetry (E)
This course studies Whitman's major poetry and prose in depth. It seeks to establish the literary, cultural, and historical background of Whitman's work; to show how his work contributed significantly to the revolution in American poetry that led to the accomplishments of twentieth century American poetry; and to demonstrate his influence on twentieth century world literature.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Helms

Engl 399
Comparative Readings in Two Novelists (E)
Comparative study of the fiction of major English and American novelists whose works have social and thematic affinities or present interesting problems of contrast. Novelists—such as Fitzgerald and Hemingway, Hardy and Lawrence, Austen and Eliot, Hawthorne and Melville, Bellow and McCarthy—vary from year to year.
3 Lect Hrs, 3 Credits
Mr Crossley

Department of English

History and Society

Engl 401
The Medieval Period (D*)
Lyrics, romances, mystery plays, allegories of English literature in the period before the sixteenth century. Old and Middle English writers, including Chaucer, Langland, and the Pearl Poet; stories of King Arthur and his knights.
3 Lect Hrs, 3 Credits
Ms McAlpine, Ms Shaner

Engl 402
The Renaissance in England (D*)
Major work of the English Renaissance (early sixteenth through early seventeenth centuries), in poetry and prose. Authors such as Thomas More, Christopher Marlowe, Edmund Spenser, Shakespeare, Ben Jonson, John Donne, and Milton. Reading in Renaissance criticism.
3 Lect Hrs, 3 Credits
Mr Greene, Mr Divver, Mr Petronella, Mr Tobin

Engl 403
The Neo-Classical Period (D*)
The art and ideas, in poetry and prose, of such writers as John Dryden, Jonathan Swift, Alexander Pope, the early novelists Defoe and Fielding, Samuel Johnson, and Edmund Burke. A study of the chief social and philosophical currents of the period 1660 (the Restoration) to the later eighteenth century.
3 Lect Hrs, 3 Credits
Mr Knight

Engl 405
The Romantic Period (D*)
Literary, social, and cultural change in Britain during the revolutionary age (1780s to 1830s), seen in the major poetry of Blake, Wordsworth, Byron, Keats, and others; the critical writings of Coleridge, Hazlitt, and others; and the fiction of Austen and Scott. An attempt to interpret the historical nature and importance of "romanticism."
3 Lect Hrs, 3 Credits
Ms Fay, Ms Smith

Engl 406
The Victorian Age (D)
A study of the temper of the Victorian Period (1830s to 1890s) as revealed in its arts and artists, writings and writers: Tennyson, Carlyle, Dickens, J S Mill, and others. Attention to the changes in mind during the period, the questions that parallel our own: To produce or conserve? To believe or doubt? Where to live? Whether to embrace "progress" or to look backwards? Whether to hold to utility or "feeling"?
3 Lect Hrs, 3 Credits
Ms Horton, Ms Smith

Engl 407
Colonial American Literature (D*)
Study of the important literary texts of the seventeenth and eighteenth centuries crucial for an understanding of later American culture and literature. Works in poetry and prose, fiction and non-fiction by authors such as Bradstreet, Taylor, Edwards, Franklin, Wheatley, Equaiano Oloudah, Crevecoeur, Jefferson, Freneau, and Charles Brockden Brown.
3 Lect Hrs, 3 Credits
Ms Post

Engl 408
American Romanticism (D)
Major texts of American literature from the 1820s and 1830s to the Civil War. The growing importance of ideal and symbol; emphasis on the romantic imagination in Poe, Emerson, Thoreau, Hawthorne, and Melville, with readings in the Cambridge School and the minor transcendentalists.
3 Lect Hrs, 3 Credits
Ms Post, Mr Stoehr

Engl 409
Rise of American Realism (D)
The development of realism in the fiction of Twain, James, and Howells, and its evolution into the naturalism of Norris, Crane, and Dreiser, in the period 1865-1900.
3 Lect Hrs, 3 Credits
Mr O'Connell

Engl 410
The Modern Period (D)
A study of the phenomenon of "modernism" in, roughly, the first half of the twentieth century in Britain and America. Reading and discussion of such writers as Yeats, Joyce, Lawrence, Woolf, Eliot, Hemingway, Pound, and Faulkner.
3 Lect Hrs, 3 Credits
Ms Annas, Mr Divver, Mr Lyons

Engl 412
Women and Men in Nineteenth Century Literature (D)
A study of men and women and their relationships in nineteenth century literature, mainly British, with special emphasis on the issues of masculine and feminine sexual identity and sexual stereotypes, and the social position of men and women as these are treated in popular culture and in serious literary works.
3 Lect Hrs, 3 Credits
Ms Fay

Engl 415
Irish Literature (D)
A close study of Yeats, Synge, O'Casey, Joyce and other writers of the modern Irish renaissance. The backgrounds of Irish history and literature relative to the above writers are also studied.
3 Lect Hrs, 3 Credits
Mr Divver, Mr O'Grady
3 Lect Hrs, 3 Credits

Engl 417
Regional Literature: The American South (D)
Selected readings in the literary renaissance of the modern American South from 1920 to the present, including such writers as Faulkner, Warren, Ransom, Tate, Welty, Porter, Styron, and O'Connor. Study of the fiction, poetry and criticism, with emphasis on the fiction.
3 Lect Hrs, 3 Credits

Engl L418 (AmSt L418)
New England Literature and Culture
This course examines selected literary works and forces (historical, ecological, theological, ideological) that have shaped the creation of New England literature and culture from European contact through the contemporary period. Topics include Native American culture, Puritanism, immigration, ethnicity, nature, nationalism and regionalism, Transcendentalism, slavery, Abolitionism, "classic" literature, the city, place, women's writing, industrialization, and popular culture.
Prerequisites: Engl 200, 201, or 206
3 Lect Hrs, 3 Credits
Mr O'Connell, Ms Post, Ms Rudnick

Engl 419
Recent Irish Writing (D)
A study of Irish literature after the age of Yeats and Joyce, the course examines invention, adaptation, and development, in the major genres, of Irish writing during decades of economic depression, cultural isolation, war, and renewed sectional and international tensions. Emphasis is placed upon the re-emergence of Irish writings, particularly in the achievements of the Ulster poets, in our own day. "If you would know Ireland," advised Yeats, "body and soul—you must read its poems and stories."
3 Lect Hrs, 3 Credits
Mr O'Connell

Engl L421 (AmSt L421)
The City in American Literature and Culture
An introduction to the concept of culture as a tool of interdisciplinary studies. The meanings of "culture," some alternative ways of defining and using it, and the effects of those uses are explored through specific texts about the city in general and Boston in particular. The course includes some of the following representative works: Lewis Mumford's *The Culture of Cities* (social philosophy), Oscar Handlin's *Boston's Immigrants* (social history), or Sam Bass Warner's *Streetcar Suburbs* (urban history), Henry James' *The Bostonians* (fiction), Herbert Gans' *The Urban Villagers* (urban sociology), and Martin Green's *The Problem of Boston* (culture criticism).
3 Lect Hrs, 3 Credits
Mr O'Connell

Department of English

Engl 425
The Irish Short Story (C)
After an introductory consideration of the oral tradition of Irish storytelling, this course traces the thematic concerns and technical developments of the Irish short story from 1830 to the present. It focuses especially on the most noted twentieth century practitioners of the short story in Ireland—O'Connor, O'Faolain, and O'Flaherty—but also gives close consideration to their precursors, their contemporaries, and their followers.
3 Lect Hrs, 3 Credits
Mr O'Grady

Engl 427
The Modern Irish Novel (C)
This course explores the interests and concerns of the modern Irish novel. Focusing on a variety of representative authors and texts, the course traces the thematic and technical developments of the Irish novel over the decades of the twentieth century. Novels are read with reference to their political, social, and cultural contexts.
3 Lect Hrs, 3 Credits
Mr O'Grady

Engl 451
Advanced Studies in Poetry (C)
Studies in various trends and periods of poetry for advanced students; intensive studies in one or two major poets. Topics vary from year to year.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Schwartz

Engl 452
Contemporary Women Poets (B)
A study of the concerns, perspectives, and poetics of twentieth century women poets. Readings are selected from a wide range of poets, including Brooks, Levertov, Plath, and Rich.
3 Lect Hrs, 3 Credits
Ms Annas, Ms Collins

Engl 453
Advanced Studies in Language and Literary Theory (B)
This course offers students interested in language or literary theory an opportunity to do advanced work in subjects which vary from semester to semester. Possible subjects include: theories of discourse, varieties of present day English, the linguistic structures of poetry, and advanced stylistics.
3 Lect Hrs, 3 Credits
Mr Bruss, Mr Divver, Ms Horton

Engl 475
Seminar for Tutors (B)
Readings, writings and discussion on the theoretical and practical issues one encounters in working as a composition tutor. A nucleus of presentations, lectures, workshops and readings covering the transactional and substantive aspects of teaching writing, particularly remediation, from a peer position. All elements of the course combine to provide an intellectual framework for reflection, articulation, and synthesis of what is learned in the work experience of the tutor.
Prerequisite: Completion of English requirement and permission of instructors (based on writing samples, faculty recommendations and interviews).
3 Lect Hrs, 3 Credits
Ms Auerbach, Ms Zamel

Engl 476
Technical Writing Internship (A)
A seminar for students assigned to internships for the completion of their work in the Program in Technical Writing (Computer Science). It deals with issues interns face as they adapt writing and computer training to actual technical writing assignments. Speakers from the faculty and from the technical writing profession will attend. There are assigned readings and regular reports on progress in the internship. The seminar meets for two hours every other week, and the internship placement requires at least ten hours per week in a technical writing concern. Three hours of credit (pass-fail) is awarded for the combination seminar and placement.
Hrs by arrangement, 3 Credits
Mr Brereton, Mr Bruss, Ms Mansfield

Engl 478
Independent Study I
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with director of the major.
Prerequisite: Permission of instructor and Department Chairperson.
Hrs by arrangement, 3 Credits

Engl 479
Independent Study II
See Engl 478.

Engl 480
English Internship
Through this course students who have made arrangements for suitable internships involving a substantial amount of writing may receive academic credit for their work. At intervals of approximately two weeks, each student is expected to meet with the Internship Director to submit copies of written materials he or she has produced as part of the job requirements. This written work should be accompanied by a breakdown of the steps involved in each assignment and the time spent on each task, an explanation of the extent of the intern's contribution to each piece of writing submitted, and (when appropriate) a brief analysis of what he or she has learned in the process of working on the assignment. For application forms and full information about requirements, see the director of internships. All applications for internship credit must be approved by the director before the end of the first week of classes. Since the course fills quickly, students are encouraged to apply during advanced registration in order to be assured that they may receive credit for their internships. This course does not count toward the English major requirements.
Mr Brereton, Ms Mansfield, Mr Meyer

Engl 481
Selected Topics in English and American Literature I
Various courses in literature and related fields are offered experimentally, once or twice, under this heading. Topics are announced each semester during pre-registration. Recent topics included literary journalism, Seamus Heaney, and the literary editor.
3 Lect Hrs, 3 Credits

Engl 482
Selected Topics in English and American Literature II
See Engl 481.

Engl 495
Undergraduate English Colloquium
Presents students with a series of guest lectures, film and dramatic presentations, field trips, workshops, and organized discussions. To receive a grade, students must attend at least eight events and write critical reviews for each event attended. Each semester two to three faculty members will organize and run the series, and evaluate student reviews.
Prerequisites: English 200 or 201 or 206.
1 1/2 Lect Hrs, 1 credit

Department of English

Engl 496
Creative Writing Honors I (A)
A creative writing workshop for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing. A one-semester course (in the fall), to be followed by one semester of independent work with an advisor.
Prerequisite: acceptance into the Honors Program.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Schwartz, and Staff

Engl 497
Creative Writing Honors II (A)
Independent study in creative writing for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing and who have completed English 496 with a grade of B or better.
3 Lect Hrs, 3 Credits
Ms Collins, Mr Schwartz, and Staff

Engl 498
Honors Seminar (B)
A course open to and required of all students doing honors work in English. The course consists of an introduction to research methods, a survey of critical methods (with the end of helping the honors student choose an approach for the writing of the thesis), and the reading of all primary and some secondary materials preparatory to writing the thesis.
Prerequisite: Acceptance into the Honors Program.
3 Lect Hrs, 3 Credits
Ms Fay

Engl 499
Honors Work
A continuation of Engl 498, in which the honors student works individually with a faculty advisor on the writing of the honors thesis. The student receives a grade for each semester of work but honors in English will be awarded only to those students who have written a thesis of high distinction (as judged by the Honors Committee).
Prerequisite: Engl 498.
3 Lect Hrs, 3 Credits

Graduate Seminars

Graduate seminars in English are open to students matriculated in the MA program; others may take these seminars by special arrangement with the director of Graduate Studies in English. Virtually all English graduate seminars award 3 credits and meet weekly for 3 hours. Seven or eight seminars drawn from the following list are scheduled each semester.

Engl 600
Studies in Criticism
Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.
3 Credits
Mr Divver

Engl 601
Studies in Poetry
This course approaches poetry from a number of angles, including—and emphasizing—the writing of it. Experienced poets are encouraged to enroll, but students need not have written poetry before: the point of the course is to learn more about how poetry "works" by experimenting with the techniques used by poets we read and discuss in class. To this end, a large portion of the course focuses on matters of form; there are also units on diction, image/ metaphor/symbol, narrative poetry, "political" poetry, and other topics. Historical discussion of some of these subjects will occur from time to time. While all students are required to write some poetry for the course, no one is penalized for an inherent lack of poetic talent. Some assignments offer a choice between a poetic and a critical response to a topic, and the final project for the course may be either a long critical paper or a substantial collection of poems written and revised during the semester.
3 Credits
Ms Collins, Mr Schwartz

Engl 602
Studies in the Novel
Studies in the nature of prose fiction and its major kinds; special topics in the history and sociology of narrative fiction, such as the working class novel, the short story, the prose romance, the historical novel; and studies of representative British and American types in international contexts.
3 Credits

Engl 603
Studies in Drama
A course for those who want a broad view of the sweep of Western drama, offering a study of the art of drama as it has evolved from classical Greece. Representative plays are drawn from various periods (Medieval, Renaissance, Augustan, Romantic, and Modern) and from the major modes (tragedy, comedy, farce, realism, expressionism, and the absurdist and social theater). Selected critical works are also considered.
3 Credits

Engl 604
Studies in Satire
An exploration of individual works of satire and critical theories about the mode: premodern and modern selections from Swift, Pope, Shaw, Waugh, F O'Connor, N West, Eliot and others.
3 Credits

Engl 609
Graduate English Colloquium
This course meets in public afternoon colloquia at regular intervals (every two to three weeks) throughout the academic year, and in tutorials scheduled on alternative weeks or following the public sessions. The public sessions are led by members of the graduate faculty, while the tutorials are conducted by the director of the graduate program. The colloquia concern issues of interest to scholars, teachers, and writers in English, including representative texts, literary genres and practices, and pedagogy. The course increases students' familiarity with a variety of forms and periods, introduces problems of literary history and cultural context, and demonstrates various approaches to advanced study in literature and composition. Texts are selected by the colloquium faculty. The course may be taken beginning in fall or spring. It yields three credits for the year, and is graded by the graduate program director on a pass/fail basis.
Prerequisite: Admission as a matriculated MA candidate

Engl 610
The Teaching of Composition
This course defines the role of composition in the English curriculum in both college and secondary schools; develop a philosophy of language as a foundation for a method of composing; study psychological and linguistic aspects of the composing process.
3 Credits
Mr Bruss, Ms Smith, Ms Goleman

Engl 611
The Teaching of Literature
A seminar and workshop in theories and strategies of the teaching of literature in school and college. The class observes and analyzes sample presentations involving different literary kinds, and evaluates them in the context of the aims of liberal education. The course serves teachers, prospective teachers, and non-teachers who seek an introduction to literature from pedagogical points of view.
3 Credits
Mr Crossley, Mr Lyons, Ms McAlpine

Engl 612
The Teaching of Shakespeare
This course combines intensive study of a few plays with approaches to the teaching of Shakespeare, approaches which emphasize the speaking, hearing, and acting of text, and which address the linguistic and cultural obstacles to reading a sixteenth century British writer. Portions of the course are devoted to workshops affording opportunities to practice these approaches and to see them practiced.
3 Credits

Department of English

Engl 613
The Teaching of Poetry
Designed for graduate students who want an advanced introductory course, or a refresher course, in the reading and comprehension of poetry, perhaps with the object of teaching it to younger minds. Emphasis on practical criticism, or close reading, but various perspectives and critical approaches are included, along with teaching aids and pedagogical exercises. Concentration on poets of the nineteenth and twentieth centuries.
3 Credits
Ms Collins

Engl 615
Style and the Popular Essay
An in-depth study of selected commercial essayists as stylists working in numerous genres within the essay genre (e.g., the personal, humorous, travel, and philosophical essay); and an intensive writing workshop in which students write comparable essays of publishable quality every two weeks and critique them in class. Topics and readings vary each year.
3 Credits
Mr Grove

Engl 616
Practical Writing
This seminar invites all serious writers of varying backgrounds to practice writing expository prose on general topics of their choice. Theoretical analysis of discourse, of language, and of composing processes provides the framework for each individual's development. The seminar addresses such topics as generating and forming ideas, organizing and clarifying the logical relations among parts, balancing assertion and evidence, choosing and changing style and tone, and practicing revision and editing. Members write constantly in and out of class, read their compositions aloud in class and receive written and oral responses, and meet often for individual and small group conferences with instructor.
3 Credits
Ms Smith

Engl 618
Life Writing
This is a course for readers and writers of biographical forms, including autobiography. Course offerings may differ in emphasis from time to time. The course sometimes focuses on major works of autobiography, such as Franklin, Rousseau, Adams, Wright, Hellman, and Kingston. At other times the focus is on major biographies in English, from More and Roper, through Walton and Boswell, to moderns such as Strachey, Woodham-Smith, Edel, and Ellman. Other offerings focus on a few historic personalities such as Socrates, Joan, Johnson, and Gandhi, through comparative analysis of biographical materials. Substantial practice in life writing.
3 Credits
Mr Stoehr

Engl 619
Writing For The Public
This course differs from traditional technical writing courses in that it does not stress industrial engineering writing tasks but provides students with resources to describe and evaluate writing in non-academic settings. Aside from providing practical experience in writing in the workplace, the course introduces students to ethnographic approaches to composition research. Students visit organizations where people write for the public to conduct inquiries that will help them answer such questions as: What kinds of literacy demands are made on workers? How do workers perceive themselves as learners and writers? What kinds of writing technologies do writers use? Students prepare working papers describing their findings and procedures, rewriting actual documents, and reflecting on underlying theories.
3 Credits
Mr Brereton

Engl 620
History of the English Language
Description and analysis of modern English from a linguistic perspective; attention to the relationship of linguistic analysis to literature. A survey of Old English, Middle English, early Modern and eighteenth century English, with its stress on traditional grammar.
3 Credits
Mr Bruss, Mr Meyer

Engl 621
Introduction to Linguistics
The course raises the question of the relationship between language and thought, and surveys the application of linguistics to the study of literature, the analysis and teaching of syntax and grammar, and the fields of psychology, sociology, and biology.
3 Credits
Mr Bruss, Mr Meyer

Engl 623
The Nature of Narrative
This course explores a variety of ways in which modern and contemporary fiction, both English and European, departs from traditional narrative forms. While a comparative study of experimentation is our main concern, we may address philosophical, political, and psychological issues as they affect narrative form in the twentieth century.
3 Credits
Ms Dittmar

Engl 630
Chaucer
A study of Chaucer's major works in Middle English. Special attention to such considerations as Chaucer's poetic development, his relations to his sources, medieval literary theory, and the social, political, and religious backgrounds.
3 Credits
Ms McAlpine, Ms Shaner

Engl 631
Medieval to Renaissance Literature
A course in the transition from Medieval to Renaissance literature. A study of the transition in prose from homiletic writings and the romances through Elyot, Ascham, and Lyly; in lyric and narrative verse from Chaucer and the Scottish Chaucerians through Sidney; and in drama from the morality and mystery plays through Hamlet.
3 Credits
Ms McAlpine, Ms Shaner

Engl 632
Early English Drama
A study of the development of form—particularly the forms of comedy and tragedy—in the drama of Shakespeare's predecessors and contemporaries. Readings of selected mystery and morality plays and of works by such playwrights as Marlowe, Kyd, Marston, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont and Fletcher. One play of each kind by Shakespeare.
3 Credits
Mr Divver, Mr Tobin

Engl 633
Shakespeare
Consideration of Shakespeare's dramatic art as an art of coaching an audience (and readers) in how to respond to and understand his make-believes. Multiple plotting, recurring situation, contrasts and parallels in character and character relations (especially the use of theatricalizing characters who stage plays within the play), patterns of figurative language, repetition of visual effects—these and other such "structures" are considered as means whereby Shakespeare coaxes and coaches the perception of his audience, shapes the participation of mind and feeling, and, especially, prepares audiences for comic or tragic outcomes.
3 Credits
Mr Divver, Mr Greene, Mr Petronella, Mr Tobin

Department of English

Engl 634
Elizabethan and Jacobean Literature
The seminar focuses attention on a select number of English Renaissance works, representing various literary genres, ranging from the Age of Elizabeth through the Jacobean era into the Caroline period. Writers such as Shakespeare, Spenser, Sidney, Elizabeth I (and other woman writers), Marlowe, Jonson, Drayton, Daniel, Donne, Marvell, Webster, Marston, Middleton, Ford, Chapman, and Milton are studied in the light of (1) modern critical and scholarly approaches to Renaissance themes and styles, (2) literary manifestations of Neo-Platonism, Neo-Stoicism, and political theory, and (3) parallels with developments in the graphic arts (emblem literature, visualized mythology, and the movement toward mannerist and baroque forms). Although the seminar concentrates on a select number of texts, it also provides an overview of the English Literary Renaissance and its connections with the Continental Renaissance. In short, the seminar serves as both a general grounding in and a specialized study of a major literary period.
3 Credits
Mr Divver, Mr Greene, Mr Petronella

Engl 635
Metaphysical Poetry
A survey of the major English poets called "metaphysical" in their historical context: Donne, Herbert, Vaughan, Crashaw, Marvell.
3 Credits
Mr Divver, Mr Greene, Mr Tobin

Engl 637
Milton
A study of the poetry and major prose with particular attention to Paradise Lost; Milton's style, his relations to traditional literary forms, his thematic concerns; an examination of Milton criticism.
3 Credits
Mr Divver, Mr Tobin

Engl 639
Eighteenth Century Studies
Study of the Enlightenment in Britain, with emphasis on the major Augustan satirists —Dryden, Swift, and Pope; and on prose writers such as Defoe and Fielding, and critics such as Addison and Johnson.
3 Credits
Mr Knight

Engl 640
The Rise of the Novel
A literary and historical study of early experiments in the shaping of the new genre of the novel. Samples, ranging from the late seventeenth century to the early nineteenth, include a variety of experimental forms. Novelists include Defoe, Fielding, Richardson, Sterne, Smollett, Austen, Scott, and the "Gothics."
3 Credits
Mr Crossley, Mr Knight

Engl 641
Studies in Romanticism
A search for the meaning and importance of British romanticism in poetry, fiction, and thought, with reference to the three modes: gothic (Blake and Godwin), romantic (Byron and Scott), pastoral (Wordsworth and Austen).
3 Credits
Ms Fay, Ms Smith

Engl 642
Victorian Literature
Studies in the careers and works of a few major authors such as Carlyle, Tennyson, Dickens, George Eliot, Ruskin, and Wilde, with brief excursions into the works of others. Major themes include the relations of art and society and the problems of faith and doubt, science and imagination.
3 Credits
Ms Fay, Ms Horton

Engl 644
Studies in Modern British Literature
The focus of the course is on the way changes in English society consequent to the First World War are reflected in British novels after the war. We read E M Forster's Howard's End as a representative novel of pre-war British society, some general works on the social and intellectual impact of the war and several novels written between 1916 and 1930. The interests of the course are twofold: the effects the war had on the ways writers looked at their world, and the ways social assumptions and attitudes get reflected in fiction.
3 Credits
Mr Lyons

Engl 645
Modern Poetry
A study of the major figures and currents in modern British and American poetry.
3 Credits
Ms Collins

Engl 646
Literature and Society
A study of literature with special reference to its social and historical circumstances, and of the theoretical questions raised by such a perspective.
3 Credits
Ms Annas

Engl 647
Irish Literary Revivals
A study of Irish literature from 1890 to the present. The writings of the "Irish Renaissance" in part inspired the Rising of 1916, then responded to its effects. Recent Irish writings bear similar relations to the renewed "Troubles" in Northern Ireland. The course examines the relationships between literature and politics in the times of Yeats and Heaney. Other writers discussed: A Gregory, JM Synge, S O'Casey, J Joyce, F O'Connor, S O'Faolain, P Kavanagh, R Murphy, T Kinsella, J Montague, S Deane, D Mahon, B Friel, B Moore, J McGahern, B Kiely, E O'Brien.
3 Credits
Mr O'Connell, Mr O'Grady

Engl 648
Modernism in Literature
This is a course not in modern literature but in modernist literature—not Frost and Fitzgerald, but Joyce, Pound, Eliot, Stein, Woolf, Hemingway, Faulkner, Williams, and Stevens—writers who are to literature what Picasso, Stravinsky, and Corbusier are to painting, music and architecture. We discuss some modernist art and architecture (Cubism, Fauvism, the Bauhaus) by way of defining the characteristics of the modernist sensibility—its intense subjectivity, its love of the perverse, its rejection of traditional aesthetic order, its sense of radical rupture with the traditional past and of a relationship between writer and reader involving effort and conflict. "On or about December 1910," wrote Virginia Woolf, "human nature changed." That's where we begin—with the death of the old world and the birth of our own.
3 Credits
Mr Divver, Mr Helms

Department of English

Engl 651
Colonial American Literature
This seminar closely examines texts composed by seven colonial Americans. These are women and men who—through their writings—tried to understand their contemporaries and themselves during two periods of rapid cultural change: seventeenth century Puritanism and eighteenth century Revolutionaryism. Anne Bradstreet, a first-generation Puritan, who used poetry as a way of establishing and preserving her sense of herself as a woman and as an individual. Mary Rowlandson, whose account of her life as a captive of Indians reveals a fascination with people she despised. Sarah Kemble Knight, whose difficult journey from Boston to New York in 1704 became the occasion for a witty but realistic commentary on contemporary manners and morals. Phillis Wheatley, a black slave in Boston, who liberated herself through the poems she wrote. Benjamin Franklin, whose "Speech of Polly Baker" and "The Way to Wealth" is read for the fun of it, partly. Thomas Jefferson, who placed his draft of the Declaration of Independence in the context of his Autobiography. Hector St John de Crevecoeur, whose literary experiments juxtapose ideals and realities, fictions and facts, in ways that force us to scrutinize our own twentieth-century values.
3 Credits

Engl 652
American Romanticism
A study of critical conceptions of American Romanticism. Readings include examples of critical writing and fiction by Brown, Irving, Cooper, Poe, Simms, Hawthorne and Melville, and poetry by Bryant, Poe, Longfellow, Lowell, Emerson and Whitman.
3 Credits
Ms Post

Engl 653
Major American Novelists
A study of selected pairs of American novelists, considered comparatively. Authors include Hawthorne, Melville, James, and others.
3 Credits
Ms Rudnick, Mr Stoehr

Engl 654
Faulkner
A reading of all the major fiction centered in Yoknapatawpha County, with an intensive study of selected texts.
3 Credits

Engl 655
Modern American Poetry
A study of most of the acknowledged major modern American poets and some fine poets writing today: William Carlos Williams, Robert Frost, Wallace Stevens, Langston Hughes, and possibly Ezra Pound, and some poets from among the following: HD (Hilda Doolittle), Marianne Moore, Adrienne Rich, Judy Grahn, Gwendolyn Brooks, Gary Snyder, Allen Ginsberg.
3 Credits
Ms Collins, Mr Helms, Mr Schreiber

Engl 656
Contemporary American Fiction
A study of the scope (times and types) and strains (types and tensions) in the post World War II, post-modern American novel, with special attention to the persistence of realism, the insistent presence of surrealism, and the occasional combination of the two.
3 Credits
Mr O'Connell

Engl 657
The Black Presence
Study of selected literary texts of the last two hundred years by major and minor authors who wrote with a special consciousness of the significance of black people in American society.
3 Credits
Mr Stoehr

Engl 658
Regional Literature
Regional consciousness in representative works of modern American writers of the South and New England; the roles that the sense of history, the sense of place, and the response to the natural world play in the work of Southern and New England writers.
3 Credits

Engl 659
Women in Literature
Through reading fiction by American authors from the eighteenth to the twentieth centuries, we attempt to identify the characteristics of female characters and to understand the historical, ideological and aesthetic reasons for both the persistence and the modification of the underlying images. The influence of gender, ethnicity, geographical setting, and major literary movements such as romanticism and realism are examined. Short stories by such authors as Washington Irving, Nathaniel Hawthorne, Herman Melville, Henry James, Sarah Orne Jewett, Alice Cary, Harriet Beecher Stowe, and Alice Walker are studied first to establish the range and variety of images. Following these, we study novels by such authors as Rowson, Hawthorne, Stowe, James, Wharton, Cather, Roth, Hurston, and Morrison. Some basic acquaintance with American literature is assumed.
3 Credits

Engl 661
Studies in American Literature: New York, New York
The city of New York, as viewed by American authors both past and present, is the focus of this course. Close attention is given to the rich manner of portrayal of this most potent American city, as well as to the role of New York as a destiny shaper in the lives of characters in both fiction and poetry. All areas of the city are treated, from Brooklyn to the Upper East Side. Authors include Whitman, Stephen Crane, James, Hart Crane, and several contemporary novelists.
Prerequisite: Admission to English MA Program or permission of Graduate Program Director.
3 Credits
Mr Grove

Engl 662
Modern Black Writers
The 250 year old history of black (North) American literature has sometimes converged with mainstream American literature but more often it has been a separate and distinct tradition. From the early slave narratives to contemporary texts, the tradition of letters among black Americans has arisen out of certain unique imperatives: the need to create a self in a world that tried to diminish that self; the search for political freedom and power; the sense of connectedness to a community. The course considers the origins of this tradition in the slave narratives of Frederick Douglass and Linda Brent; its development in the fiction of early twentieth century writers like Chesnutt, Dunbar, DuBois and Harper; its growth through the Harlem Renaissance; and its flowering in major contemporary writers Wright, Baldwin, Ellison, Brooks, Marshall, Morrison and Walker. The course is also directed towards an understanding of the historical "problems" of African-American writers; the black writer versus the white audience; the aesthetic versus the protest tradition; the sense of "double consciousness" in black writers; male domination of the African-American canon. To address the issue of women in the canon, we study these texts in pairs, one by a woman writer and one by a man, to determine how the traditional courses, historical problems, and narrative strategies of the African-American tradition have until recently denied women an equal place in that tradition.
3 Credits
Mr Savery

Department of English

Engl 670
Philosophy and the Composing Process
Current rhetorical theory emphasizing the process of composing has developed several models which are nevertheless linear (pre-writing, writing, re-writing is the most popular). But writers and teachers of writing need ways of apprehending the all-at-onceness of composition. This seminar offers opportunities to develop philosophical perspectives on perception and forming; language and the making of meaning; interpretation in reading and teaching. Participants explore the pedagogical and practical implications of a broad range of theories of language and knowing by means of experimental writing and by the study of essays, letters, talks, etc., by scientists, artists, and philosophers. Students choosing to concentrate in composition for the English MA are required to take this course at or near the start of their programs.
3 Credits
Mr Bruss

Engl 671
The History of Children's Literature
This course provides an overview of the field of children's literature and its development. The subject matter is approached with both critical and scholarly attitudes, and works are examined in historical and cultural contexts. Topics and texts include: myth, folk, and fairy tale; children's books from the Middle Ages and Renaissance, through materials of colonial America, the nineteenth century moralists and fantasists, to modern classics, with consideration as well of critical theories and questions of pedagogy.
Prerequisite: Admission to the English MA Program or permission of the English Graduate Program Director.
2 1/2 Lect Hrs, 3 Credits
Ms Shaner

English 678
Critical Theory and Classical Prose
This course studies a corpus of seventeenth-, eighteenth-, and nineteenth-century prose texts in the light of rhetorical, critical, and linguistic theory. It is particularly concerned with three issues: (1) how expositor prose can be perceived as art; (2) how the literary nature of the prose manifests shifts in thought from Bacon to Carlyle; and (3) how both that prose and those shifts are related to various historical factors in the production of texts.
Prerequisites: Admission to English MA Program, or permission of instructor.
3 Credits
Mr Knight

Engl 697
Special Topics in Literature and Composition
Experimental new graduate seminars on special subjects may be offered once from time to time under this heading. Topics are announced annually. Recent offerings (now under development as regular new courses) include Writing and the Media; Studies in Modern American Literature; Twentieth Century Black Writers; Folklore and American Literature; History of Children's Literature.
3 Credits

English as a Second Language Center

Faculty

Vivian Zamel, Professor and Director; Ann Jenkins, Assistant Director

The English as a Second Language Center

The ESL Center offers intensive course work in English for students whose native language is not English. These courses focus on listening and speaking, reading, grammar, and writing, and are designed to help prepare ESL students for university-level study. In addition, the center helps advise students and provides other university-related assistance. Students are placed into ESL Center courses after taking a diagnostic test and consulting with an ESL advisor.

While all ESL courses carry credit during the semester they are taken, only ESL 100D carries credit toward graduation.

Courses

ESL 100A
Speaking and Listening I
This course focuses on developing speaking and listening skills that will help students function in their other academic coursework. Students participate in small-group work, make oral presentations, and report on first-hand research projects.
4 Lect Hrs, 4 Credits

ESL 100B
Reading Comprehension for College-Level Texts I
This course, which focuses on developing reading comprehension skills for college-level reading, must be taken in conjunction with ESL 100C. Students are introduced to a range of texts and asked to develop and analyze their own reading strategies through class discussion and written responses to the texts they read.
Corequisite: ESL 100C.
4 Lect Hrs, 4 Credits

ESL 100C
Academic Writing I
This course, which focuses on critical thinking and the writing process, must be taken in conjunction with ESL 100B. It encourages the expression of ideas through class discussion and journals; and introduces students to more formal academic writing. Students learn to write critically about reading, and to develop strategies of brainstorming, revision and organization. They are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100B.
4 Lect Hrs, 4 Credits

Environmental, Coastal, and Ocean Sciences

ESL 100D
Academic Writing II
Like ESL100C, this course focuses on critical thinking and the writing process. But it builds on and extends this work by the assignment of longer essays that require students to analyze and synthesize the readings. Students are evaluated on the basis of a portfolio of written work.
Corequisite: ESL 100E.
4 Lect Hrs, 4 Credits

ESL 100E
Reading Comprehension for College-Level Texts II
Building on strategies learned in 100B, this course focuses on developing facility with longer, and more complex academic readings.
Corequisite: ESL 100D.
4 Lect Hrs, 4 Credits

ESL 100F
Speaking and Listening II
This course focuses on developing speaking and listening proficiency in academic study. Students are given practice with academic lectures, notetaking, and oral presentations.
Prerequisite: ESL 100A or Placement.
4 Lect Hrs, 4 Credits

Faculty

William E Robinson, Professor and Chair; Professors Jack H Archer, Joseph J Cooney; Associate Professors Robert E Bowen, Eugene D Gallagher, Gordon T Wallace; Assistant Professor Robert F Chen; Adjunct Professors Michael P Shiaris, David G Terkla, Hans van Willigen; Adjunct Associate Professors George B Gardner, Xuchen Wang, John C Warner; Adjunct Assistant Professor Zong-Guo Xia

The Program

This graduate program offers studies leading to master's and doctoral degrees in environmental sciences, as well as some undergraduate courses in this field that can be used to fill science requirements for the baccalaureate degree.

Courses

EnvSci 120
Introduction to Environmental Sciences
This course offers a broad overview of the physical, chemical, biological, and geological principles underlying the environmental sciences. Students are introduced to natural processes and interactions in the atmosphere, in the ocean, and on land. The course focuses on biogeochemical cycling of the elements, as well as on changes in these natural cycles with time, especially with recent anthropogenic effects.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Chen

EnvSci L226 (Geog L226)
Introduction to Oceanography
This course offers a broad overview of the geological, chemical, physical, and biological principles of oceanography. The student is introduced to plate tectonics and ocean sediments; waves, tides, and ocean circulation; the chemistry of the ocean and atmosphere; and marine life. Discussions cover the origins, present workings, and future of the oceans.
Distribution Area: Natural Sciences.
Prerequisite: Sophomore standing or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Looney, Mr Chen

EnvSci 260
Global Environmental Change
This course focuses on the causes, potential effects, and time scale of major sources of global change, including the greenhouse effect, ozone depletion, de-forestation, and species extinctions and replacements. Topics include consequences and economic impacts, as well as current efforts to minimize these changes. Lectures and readings are supplemented with video presentations and occasional guest lecturers.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 credits

EnvSci 479
Independent Study
This course provides an opportunity for a qualified, advanced student to work on a specialized topic or research project in environmental sciences under the guidance of a faculty advisor outside the traditional lecture/ discussion/ laboratory framework. Meetings between the student and faculty member take place during the project to define goals and expectations and to facilitate the work.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-3 Credits

Environmental Studies Program

Faculty

Roger Wrubel, Assistant Professor and Director

The Program

The Environmental Studies Program is an interdepartmental program of study offering students at the undergraduate level a broad-based interdisciplinary curriculum focusing on the environment. The program was created to address the complexity of the environmental problems facing all of us in the coming years, and to acknowledge their cross-disciplinary nature. Environmental problems and solutions involve not only scientific, but also social and political considerations. These problems range from local to regional and global; they have an impact on economic growth, food production, human health, and the overall quality of life for all living things. Solutions require practitioners trained to comprehend not only the functioning of the biosphere, but also the uses and limits of technology, the relationship between healthy environments and economic well-being, and the nature of public policy decision-making. The program is aimed at students seeking to understand the underlying causes of environmental problems, and to make preserving and improving the environment part of both their personal and professional lives.

The environmental studies curriculum is designed to provide breadth in understanding environmental issues and depth of specialization encompassing the natural and social sciences. Students with an interest in the environment, regardless of their major, may complete the program of study in environmental studies. Successful completion of the program is recorded on official university transcripts.

Requirements

Students in the program complete a set of six core courses, undertake advanced course work in one of the two program tracks, and perform an internship. The program's Environmental Science Track is designed for students in the natural sciences, and the Environment and Society Track for students in the social sciences or humanities.

Courses completed for the Environmental Studies Program may also used to satisfy CAS distribution and core requirements*, and major department requirements (up to four courses. Three of the nine courses in the program of study must be at the 300 or 400 level.

* Exceptions are Phil 220 and PolSci 203, which may be used to fulfill a CAS distribution requirement *or* an Environmental Studies core requirement, but not both.

Core Courses

One course chosen from each of the following categories.

1. *The Nature of Environmental Problems*
   EnvSty 101 (The Nature of Environmental Problems)
2. *Biological Foundation*
   Biol 102, Evolutionary Biology), Biol 111 (General Biology I), Biol 112 (General Biology II).
3. *Physical Sciences Foundation*
   EnvSty L111 (Chem L111) (Chemistry and the Environment), EnvSty L120 (EnvSci L120) (Introduction to Environmental Science), Chem 103 (Chemical Principles I), Chem 104 (Chemical Principles II), Geog 101 (Global Environment), Geog 115 (Environmental Geology), EnvSci 260 (Global Change.
4. *Economics Foundation*
   Econ 101 (Introduction to Microeconomics), Econ 102 (Introduction to Macroeconomics).
5. *Social Sciences/Humanities Foundation*
   Phil C108 (Moral and Social Problems), Phil C205 (Inquiry and Investigation), Phil 220 (Environmental Ethics), PolSci 203 (Public Policy).
6. *Environmental Problem Analysis and Policy Formulation*
   EnvSty 401 (Environmental Problem Analysis and Policy Formulation)

Advanced Courses

Environmental Science Track
Two of the following courses:

Biology Z200 (Coastal Ecology), 328 (Plant Life), 330 (Biology of Fishes), 333 (Marine Invertebrates), 334 (Microbiology), 338 (Insect Life), 342(Ecology), 344 (Ornithology), 346 (Maritime Ecology), 352 (Evolution)

Chemistry 253 (Organic Chemistry I), 254 (Organic Chemistry II), 311 (Analytical Chemistry)

Geography L226 (EnvSci L226) (Physical Oceanography), 295 (Groundwater), 350 (Quantitative Hydrology), 370 (Remote Sensing), 380 (Introduction to Geographical Information Systems), 385 (Applied Hydrology)

Environment and Society Track
Two of the following courses:

Art: 230 (Architecture, Design, and Society), 436 (American Suburbs)

Economics: 345 (Natural Resources and Sustainable Development), 349 (Environmental Economics)

English: 481B (Studies in 19th Century American Literature [Literature of the Environment])

Geography: 275 (Land Use), 324 (Coastal Zone Management), 340 (Planning and Land Use Law), 378 (Resource Management), 370 (Remote Sensing), 380 (Geographic Information Systems)

Philosophy: 215 (Philosophical Foundations of Public Policy), 220 (Environmental Ethics), 307 (Technology and Values)

Political Science: 203 (Public Policy), 348 (Science and Public Policy)

Sociology: 373 (Population and Demography)

College of Management: MKT 415 (Environmental Issues in Marketing/Management)

Transfer Credit Policy

Transfer credit may be arranged with the permission of the director of the program.

Courses

EnvSty 101
The Nature of Environmental Problems
An introduction to environmental issues and analysis emphasizing comparisons between sustainable characteristics of natural ecosystems and human ecosystems. Topics include human population growth, food production, use of natural resources, pollution, loss of biodiversity, and conservation strategies. The course is structured around student group discussions and decision-making.
3 Lect Hrs, 3 Credits
Mr Wrubel

EnvSty L111 (Chem L111)
Environmental Concerns and Chemical Solutions
An introduction to environmental issues and analysis emphasizing comparisons between sustainable characteristics of natural ecosystems and human society is constantly facing such environmental issues and problems as ozone depletion, air pollution, acid rain, and the dangers of nuclear energy. This course provides students with a foundation in chemistry that can be used to examine these and other environmental concerns. A combination of hands-on-work and small-group projects illustrates the science behind these issues, and helps students develop an unbiased view.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Warner

EnvSt L120 (EnvSci L120)
Introduction to Environmental Sciences
This course offers a broad overview of the physical, chemical, biological, and geological principles underlying the environmental sciences. Students are introduced to natural processes and interactions in the atmosphere, in the ocean, and on land. The course focuses on biogeochemical cycling of the elements, as well as on changes in these natural cycles with time, especially with recent anthropogenic effects.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits
Mr Chen

Environmental Studies Program

EnvSty 301
Internship in Environmental Studies
The internship requires a minimum of 100 hours of service doing environmental work with government, non-government, corporate, or research organizations. The program can assist students in finding appropriate internship placements. Each student's supervisor at the placement organization provides a report on the intern's performance and students submit a paper to the program director describing their internship experience. The number of credits varies according to the number of internship hours.
Prerequisite: Permission of program director.
Variable Hrs, 1-3 Credits

EnvSty 380*
Special Topics: Environmental History in Global Perspective
This course explores dynamics of changing relations between human societies and the natural world since 1500 AD. Special attention is given to the impact of European expansion and colonization, with case studies from North and South America, Europe, Asia, and Africa. Field explorations and individual projects are central components of the course.
3 Lect Hrs, 3 Credits
Mr Johnson

EnvSty 401
Environmental Problem Analysis and Policy Formulation
Students analyze an environmental issue associated with UMass Boston and relating to sustainable resource use. Students determine whether policy changes or initiatives are in order and prepare an action plan. Issues include University recycling programs, energy use, transportation policy, purchasing, and hazardous materials use.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Wrubel

EnvSty 478
Independent study
Research and reading in a selected area of environmental studies, guided by a faculty advisor.
Hrs by Arrangement, 1-3 Credits

*Pending university approval.

Program in European Studies

The dissolution of the Eastern Bloc and the increasing integration and economic importance of the European Community have heightened interest in Europe, a region that includes many of America's major trading partners and political allies. The Program in European Studies is an interdisciplinary program of study for students interested in the history, economics, politics, and culture of modern Europe—from the British Isles to the eastern edges of Russia. Concentrating on contemporary Europe, courses selected from an approved list of offerings explore the peoples, cultures, institutions, ideals, and achievements of the diverse countries that form modern Europe. As this publication went to press, the European Studies Program was in the process of transition; it will become a component of the University's new Division of Global Studies, described in the introductory "University" section of this catalog.

Requirements and Recommendations

Students in good academic standing may apply to the program in their sophomore year, regardless of their major, and are required to complete the following program of course work:

- Europe Today (European Studies/Modern Languages L200), to be taken as a first course.
- Four electives chosen from a list approved by the program director, one of which must be at the 300 level or above. To ensure breadth, two of the four courses must be in the area of literature, culture, and art, and two in the social sciences, including politics, business, and economics.
- Topics in European Studies (European Studies 390), a senior seminar organized around a theme of special interest to the faculty or students.

Students must also have an advanced beginner proficiency in one European language (in addition to their native language) upon completion of the program. Proficiency will be determined according to guidelines set by the American Council on the Teaching of Foreign Languages.

Upon completion of the program's requirements, non-matriculated students will receive a certificate in European Studies.

An accredited internship or study abroad program is recommended as a way to provide students with a perspective on the many facets of the European experience. Students in the Program in European Studies may opt to take one of the currently available University of Massachusetts Study Abroad Programs in France, Italy, Germany, or Russia, or any other program approved by the program director.

The Program in European Studies sponsors a European Lecture Series featuring European scholars, politicians, and business people. It also has a European Scholar in Residence Program, which invites European scholars to the University to lecture, teach, and take part in course work and research seminars.

Courses Relevant to the Program

Art 316 Painting 1780-1850
Art 317 Painting 1850-1900
Art 360 European Directors
Econ 208 History of Economic Thought
Hist 311 Europe in the Age of Enlightenment
Hist 313 Europe in the 19th Century
Hist 315 Europe in the 20th Century
Hist 316 Europe in the 20th Century II
Hist 343 History of European Ideas II
Hist 480 Seminar in European History
Human C271 Literature of the Holocaust
Human 254 Romanticism and European Literature
MdnLng 200 Europe Today
MdnLng 240 Seeing War Through European Eyes
Mgt 435 International Perspectives on Business and Government: Europe
Music 203 Music History III
PolSci 201Comparative Politics of Industrialized Nations
PolSci 353 European Political Development
PolSci 354 Postwar European Problems
PolSci 361 Politics of Eastern Europe
PolSci 363 Government & Politics of the Soviet Union
PolSci 377 The European Union
PolSci 435 International Perspectives on Business and Government: Europe
ThrArt 218 Modern European Drama
WoSt/ModLng LC275 Women in European Thought and Literature

Courses

EurSt L200 (MdnLng L200)
Europe Today
An interdisciplinary introduction to major issues confronting contemporary Europe, the seminar covers the following topics: the European Community in historical perspective, physical and political geography, ethnic and religious diversity, new migration patterns, language barriers, diverse political and economic structures, current problems such as environment, integration of "East" Germany, racism and new nationalisms, and other emerging issues.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

EurSt 390
Special Topics
Various specialized topics are offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

Program in Geographic Information Technologies

The Program

The Program in Geographic Information Technologies, administered through the Department of Earth and Geographic Science, offers a number of courses teaching the concepts, principles, techniques, and applications of computer cartography, remote sensing, and digital image processing, geographic information systems (GIS), and global positioning systems (GPS), and digital photogrammetry. The program is designed for majors in geography or any other discipline that makes use of spatial data, and for non-matriculated students who wish to acquire the necessary background and skills for employment in the geographic information technologies.

The program concentrates on four distinct areas: (1) cartography, (2) remote sensing, (3) geographic information systems, and (4) numerical modeling of geographic and environmental systems. Students will become familiar with the techniques and underlying principles of the collection, manipulation and analysis of geographic data and the effective presentation of information. Most of the courses offered through the program are computer-based.

Eligibility

The program is open to all undergraduates at the University of Massachusetts Boston, as well as to non-matriculated students, and to working professionals who are interested in obtaining a certificate of study. Earth and geographic science majors may enroll in the program; four courses taken as part of the program may count toward their major. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

Six courses are required for completion of the program. There are currently two tracks in the program: one in remote sensing and one in geographic information systems. Students in the remote sensing track are required to take Geog 370 (Remote Sensing), Geog 460 (Digital Image Processing in Remote Sensing), and Geog 380 (Introduction to Geographic Systems). Students in the GIS track are required to take Geog 360 (Digital Cartography), Geog 380 (Introduction to Geographic Information Systems), and Geog 381 (Applications of Geographic Information Systems).

Geog 265 (Computer Applications in Geography) is a prerequisite for all required courses in the program. The prerequisite may be waived for students who have adequate experience with computers (basic understanding of computers and experience with DOS, UNIX and Windows NT). These students however, must still complete six courses in the program. It is strongly recommended that students in the GIS track take Geog 260 (Cartography) before they register for the required courses. Students in the remote sensing track are expected to have a strong background in multivariate statistics.

Elective courses include Geog 130 (Map Reading and Analysis), Geog 260 (Cartography), Geog 261 (Air Photo Interpretation), Geog 478 (Independent Study), and Geog 480 (Special Topics). For students in the GIS track, Geog 370 (Remote Sensing) and Geog 460 (Digital Image Processing in Remote Sensing) can be taken as electives. For students in the remote sensing track, Geog 360 (Digital Cartography) and Geog 381 (Applications of Geographic Information Systems) are considered as elective courses.

Department of Hispanic Studies

Faculty

Efrain Barradas, Professor and Chair; Professors Clara Estow, Esther Torrego; Associate Professors Theresa Mortimer, Nathaniel Raymond, Adorna Walia; Assistant Professors Reyes Coll, Reyes Fidalgo; Lecturers Charles Dietrick, Bettina Iffland, Cindy Schuster, Raquel Weitzman

The Department

The Hispanic Studies Department offers language courses in Spanish and Portuguese, and courses in the literature and culture of Spain, Portugal, and Latin America. The department provides opportunities for students to major or minor in Spanish (or for non-majors to acquire proficiency in the language), to receive a certificate in Spanish-English translation, to study the Portuguese language and its literature, or to carry out a program in Latin American studies.

The major consists of a strong and varied program in the language and culture of Spain and Latin America. Majors may begin this study with survey courses in Spanish and Spanish-American literature and civilization and proceed to a more detailed exploration of selected areas. The department's Portuguese language courses range from beginning to advanced levels; its courses in Luso-Brazilian literature and civilization include offerings conducted in Portuguese and in English. The interdisciplinary and broadly-based Latin American Studies Program provides a broad selection of courses in the arts, humanities, and social sciences. For a detailed description, see the Latin American Studies Program section of this publication.

Requirements

The Spanish Major

The major in Spanish has the following requirements:

A minimum of 10 advanced courses (30 credits), including the following:

I. One advanced language course above 304.

II. *Two survey courses:* one of Spanish literature or civilization, and one of Spanish-American literature or civilization. A student may take one course in literature and one in civilization, both courses in literature, or both courses in civilization, so long as one focuses on Spain and one on Spanish America. Among these courses are Span 351 (Survey of Spanish Literature: from its origins to the eighteenth century), Span 352 (Survey of Spanish-American Literature: from its origins to the nineteenth century), Span 360 (Spanish Civilization), and Span 361 (Spanish-American Civilization).

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III. The remaining seven courses must be selected from one of the following options:

A. *Specialization in language:* five advanced language courses (above the intermediate level); one course in Spanish literature or civilization; one course in Spanish-American literature or civilization.

B. *Specialization in literature:* two courses in Spanish literature; two courses in Spanish-American literature; three elective courses, one of which must be in literature.

For the purposes of the major requirement, all upper-level literature courses are considered either as "Spanish" or "Spanish-American". Those not specifically identified as one or the other will be classified according to their content in any given semester.

All 300- and 400-level courses are conducted in Spanish. In general, advanced courses are offered in alternate years.

Spanish majors who are also participating in Latin American Studies or in the Linguistics Program may, with departmental approval, substitute two Latin American Studies or linguistics courses for two Spanish courses as upper level electives.

Students participating in the departmental translation program may count three credits earned in each course (Span 408,409) toward fulfilling major requirements.

Pass/Fail Option: No courses may be taken for the major on a pass/fail basis.

The Spanish Minor

The minor in Spanish has the following requirements:

I. Intermediate proficiency (Span 201-202 or equivalent).

II. Five advanced courses, to be selected according to the following guidelines:

A. Span 281 (Composition and Conversation), or 304 (Advanced Composition and Conversation), or 289 (Composition for Native Speakers);

B. Span 351 (Survey of Spanish Literature) and Span 352 (Survey of Spanish-American Literature), or Span 360 (Spanish Civilization) and Span 361 (Spanish-American Civilization);

C. Two advanced courses in language, civilization or literature.

All minors must take at least three of these five required courses at UMass Boston.

Pass/Fail Option: One course may be taken for the minor on a pass/fail basis.

Honors

To graduate with departmental honors, the Spanish major must:

1. Attain at least a 3.5 grade point average in major courses and a 3.0 cumulative grade point average;
2. Write an honors thesis under the supervision of a teaching member of the department; and
3. Make an oral defense of the thesis in which the candidate will be asked questions in the general area of his/her written work. The honors thesis and oral defense will be evaluated by a departmental Honors Committee.

The Program in Translation

A certificate program in Spanish-English translation, offered in the summer, has two six week sessions, equal to four full courses (12 credits). To receive the certification, students must pass a comprehensive examination in translation given by a departmental panel to those who have successfully completed the course work. Six of these twelve credits (three from each summer session) may be used as part of the requirements for the major. The program is also open to non-degree-seeking students.

Transfer Credit Policy

A maximum of five courses (15 credits) may be accepted for the Spanish major.

Spanish Courses

Span 101
Elementary Spanish I
For students who have no creditable training in Spanish; intensive practice in the four language skills, with an audio-lingual approach. Weekly laboratory attendance and assignments required.
Note: Students may not take both Span 101 and 105.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Span 102
Elementary Spanish II
The continuation of Span 101. Note: Students may not take both Span 102 and 106.
Prerequisite: Span 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Span 103
Intensive Elementary Spanish
An intensive study of the four language skills for those who wish to do a full year of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
Distribution Area: Foreign Languages.
8 Lect Hrs, 2 Lab Hrs, 8 Credits

Span 105
Basic Spanish for Communication I
A practical approach to the study of the Spanish language: basic grammar in the context of the material presented, which will focus on the vocabulary used in such areas as business and finance, medical and hospital terminology, and oral communication in general. Intensive practice in the four language skills with an audio-lingual approach.
Note: Students may not take both Span 101 and 105.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 3 Credits

Span 106
Basic Spanish for Communication II
A continuation of Span 105. Note: Students may not take both Span 102 and 106.
Prerequisite: Spanish 101 or 105.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 3 Credits

Span 107
Basic Spanish for Communication
An intensive course designed to approach the language from a practical point of view. Basic grammar will be studied in the context of the material presented. This material will focus on vocabulary in three different areas: business and finance, medical and hospital terminology and oral communication in general. The course will cover material equivalent to two semesters of Spanish with practice in the four language skills, understanding, reading, writing, and speaking.
Note: this course is to be offered during the summer session. Students may not take both 107 and 105-106.
Distribution Area: Foreign Languages.
6 Lect Hrs, 6 Credits

Span 201
Intermediate Spanish I
This course, a comprehensive review of Spanish grammar, is intended for non-native speakers of Spanish who have already completed one year of college-level Spanish or its equivalent. The course focuses primarily on grammar, with secondary emphasis given to speaking, writing, and reading.
Prerequisite: Span 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Span 202
Intermediate Spanish II
This course emphasizes reading and writing in Spanish, and is conducted in Spanish. Discussion of readings is also in Spanish. Depending on the texts used, reading assignments may focus on particular grammatical problems, as well as on the content of the readings. The course seeks to help students enhance their skills in reading, writing, speaking, and understanding Spanish.
Prerequisite: Span 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

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Span 205
Intensive Intermediate Spanish
A continuation of Span 103 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed Span 103 will have priority, but the course may be taken by anyone eligible for Span 205 if there is room.
Prerequisite: Span 102 or equivalent.
Distribution Area: Foreign Languages.
6 Lect Hrs, 6 Credits

Span 261
Modern Latin American Literature in Translation
Works of some of the outstanding Latin-American writers of the nineteenth and twentieth centuries. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Span 262
Hispanic Masterpieces in Translation
Major literary works of Spain and Spanish America. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Span 263
Hispanic Masterpieces in Translation
A continuation of Span 262. Major literary works of Spain and Spanish America. No Spanish major credit. No knowledge of Spanish required. Fulfills a requirement for Latin American Studies Program.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Span 265
Latin America: Literature and Revolutions
Through the study of representative works, from the Conquest to the present, this course will survey the major cultural and social revolutions that have shaped Latin America. By presenting both a formal analysis of the work and a view of the context in which it was produced, the course will give the student a picture of Latin American culture and society.
Prerequisite: Permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Span 267
The Spanish Character as Portrayed in Literature
Through translations of literary works from Spain and Latin America students explore topics such as don Juanism and other forms of machismo, the Spanish point of honor, cacquism, personal and political extremism, antimaterialism, and other psychological and social characteristics associated with the Spanish-speaking world and its peoples.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Span Z280
Spanish Grammar for Native Speakers of Spanish
This course addresses the Spanish linguistic needs of bicultural students who have never studied Spanish. The course provides students with the fundamentals of grammar and Spanish grammar. Special attention is given to morphology and comparative syntax.
Prerequisites: Permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Span 281
Composition and Conversation
Designed to provide practical training in oral and written expression to students with intermediate proficiency in Spanish. Recommended to students who wish to practice and improve their ability to communicate in Spanish. Weekly themes and frequent oral reports. Not open to students whose first language is Spanish.
Prerequisite: Span 202 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Span Z289
Composition for Native Speakers
This course is conducted as a workshop on expository writing for native speakers of Spanish. Particular linguistic difficulties that native speakers encounter are addressed. Writing and research techniques, problems of style and correctness are the main issues.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Span 300
Spanish Pronunciation and Intonation
Designed to provide training in the pronunciation, enunciation and intonation of Spanish. Intensive practice in the classroom and the language laboratory based on selected literary texts.
1 Lect Hr, 1 Lab Hr, 1 Credit

Span 304
Advanced Composition and Conversation
This course is designed to provide training in written expression. Its goal is to help students expand and refine their writing skills and improve their reading and speaking skills.
Prerequisite: Span 202 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Span 305
Problems of Syntax in Reading and Writing
An in-depth study of particular problems of Spanish syntax which are not presented fully in elementary or review grammars. Particular attention is directed to word order, relative clauses, prepositional phrases, and the reflexive as a substitute for the passive and object pronouns; that is, problems which frequently cause misunderstanding in reading and difficulties in self-expression.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 312
Commercial Spanish
Commercial Spanish with an introductory legal component. Advanced course in the language of Latin American and Spanish commerce including a legal terminology component. Vocabulary, idioms, proper usage, and exercises in the forms of resume writing, business correspondence, advertising, banking and finance, foreign trade and investments, commercial law, and an introduction to legal terminology for paralegal personnel. Open to students with a good command of oral and written Spanish.
Prerequisite: Span 281 or 289 or permission of instructor.
3 Lect Hrs, 3 Credits

Span 313
Spanish Phonology
A detailed study of the sound system of Spanish. Includes an overview of phonological theories as well as intensive practice in areas such as intonation and stress.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 314
Language Arts
Introduction to applied linguistics and detailed study of Spanish phonology, morphology and syntax. Special attention to the mechanisms of interference in the case of English-speaking learners of Spanish.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 315
Readings in Hispanic Literature
Selected readings in Hispanic literature.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

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Span 316
Advanced Spanish Grammar
The principal objective of this course is to give students a more profound and complete knowledge of Spanish grammar for its own sake, rather than to offer further practice in self-expression or to resolve problems in reading comprehension. Various methods of presenting the more complicated and difficult aspects of grammar are employed, including written translation from English to Spanish.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 323
The Short Story in Spanish Literature
Historical development of the short story in Spanish literature from its origins to the present. Emphasis on nineteenth and twentieth centuries.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 324
Women in Spanish Literature
The changing image of women throughout the centuries.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 325
Nineteenth Century Spanish Literature
A study of the major literary works of the nineteenth century, including Romantic poetry and theater, costumbrismo and the regional, realistic, and naturalistic novel. Romanticism is represented by such writers as Espronceda, Larra, Duque de Rivas, Zorrilla, and Becquer. The novels studied include works by Galdos, Pereda, Pardo-Bazan, Valera, Clarin, and others.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 326
Twentieth Century Spanish Literature to 1939
A study of representative works in the novel, essay, poetry, theater, by Spanish writers from the Generation of '98 to the Civil War: Unamuno, Valle-Inclán, Azorín, Pío Baroja, Antonio Machado, Pérez de Ayala, Gabriel Miró, Ortega y Gasset, Juan Ramón Jiménez, Jorge Guillén, Pedro Salinas, García Lorca, Alberti, and others.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 327
Spanish Literature from 1939 to the Present
A study of representative writers in post-Civil War Spain and in exile: Cela, LM Santos, J Goytisolo, C Martin Gaite, M Aub, F Ayala, Buero Vallejo, A Sastre, V Aleixandre, D Alonso, B de Otero. Readings from different genres will be studied.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 350
Literary Arts
Introduction to literary studies; textual analysis of representative selections from major literary movements and periods, using the terminology of literary criticism and the perspectives of literary history. Practice in literary analysis.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 351
Survey of Spanish Literature
A general introductory course in the history of Spanish literature from the Middle Ages to the eighteenth century. Selected readings from Cantar de Mío Cid, El Conde Lucanor, El Libro de Buen Amor, La Celestina, El Lazarillo de Tormes, Santa Teresa, Cervantes, Lope de Vega, Góngora, Quevedo, Calderón, and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 352
Survey of Spanish-American Literature
A general introductory course on the history of Latin American literature from Pre-Columbian times to the nineteenth century. Selected readings by Columbus, Garcilaso de la Vega, Sor Juana Inés de la Cruz, Bolivar, Hernández, and Sarmiento.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 353
The Hispanic Character as Portrayed in Literature
Readings in Spanish and Spanish-American literature illustrating the Spanish character and its interaction with indigenous or Creole cultures of Spanish America.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 360
Spanish Civilization
Studies in Spanish history, thought, and the arts as a background for literature.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 361
Spanish-American Civilization
Major aspects of the cultural evolution of the Spanish-American countries from pre-Hispanic days to the present. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 362
Spanish-American Short Story
A survey of the development of the short story in Spanish-American literature with special attention to the most representative twentieth century short story writers. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 364
Spanish-American Essay
Selected readings from the works of the major essayists of the nineteenth and twentieth centuries. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 367
Literature of the Hispanic People in the US
This course will study, chronologically, some of the most important literary works of the Spanish-speaking people living in the United States as a way of understanding their particular social and historical problems. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 368
Nineteenth Century Spanish-American Literature
A study of the romantic and realistic literature of Spanish America with emphasis on the Gaucho literature. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 380
Topics in Hispanic Literature and Civilization
General topics in Spanish or Spanish American culture which can serve as a detailed introduction to a period, genre, or theme not generally covered in other departmental offerings.
Prerequisite: Span 202 or permission of instructor.
3 Lect Hrs, 3 Credits

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Span 385
Topics in Spanish Language
Selected topics to cover specific subjects not listed in the regular course offerings. Not restricted to its grammar, these may refer to the whole scope of the Spanish language, its history, semantics, phonetics and phonology, dialects, syntactic aspects, spoken Spanish, Spanish for such professions as medicine and law, Spanish spoken in the USA.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 407
Rhetoric and Stylistics
A study of formal rhetoric and oral styles. Principles of argumentation. Intensive practice in formal written and oral styles, including debate.
Prerequisites: Span 281 or 289, and Span 305 or permission of instructor.
3 Lect Hrs, 3 Credits

Span 408
Advanced Techniques and Skills for Translation
Development of the basic techniques and skills needed for translation. Emphasis on translation into the native language with some practice in the opposite direction. Methods of contrastive linguistics to analyze pertinent aspects of language structure, involving syntax, vocabulary and style, are employed. Students are given ample opportunity to apply these techniques through a series of translation assignments, which form the basis for class discussion.
Prerequisites: for English speakers—fluency or near fluency in Spanish; for Spanish speakers—fluency or near fluency in English; and permission of instructor
6 Lect Hrs, 6 Credits

Span 409
Advanced Practice of Translation
Practice in translating a variety of genres and styles, both literary and non-literary. Students have the opportunity to analyze critically, and to resolve creatively, the problems involving such issues in translation as context, register, tone, and audience. Emphasis is on translating into the native language (English/Spanish), but considerable practice is given in the non-native language.
Prerequisite: Span 408.
6 Lect Hrs, 6 Credits

Span 410
Advanced Oral Translation
Designed for fully bilingual Spanish/English speakers, this course trains students in techniques of consecutive and simultaneous interpretation and sight translation. Emphasis is given to accuracy, speed, delivery, command of professional lexicon, and awareness of the relationship between language and culture.
Prerequisite: Span 408.
6 Lect Hrs, 6 Credits

Span 411
History of the Spanish Language
An overview of the major linguistic changes from Latin to modern Spanish with emphasis on the comparative study of Hispano-American Spanish and modern Castilian.
Prerequisites: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 412
Spanish Semantics
A study of traditional and modern theories of semantics as an introduction to two main analyses of the Spanish lexicon: a) meaning, formation, and evolution of words and semantic fields, with special attention to non-latinate and dialectical; b) features of certain classes such as semi-auxiliary verbs, causative and perception verbs, strong and weak pronouns, types of adverbs and adjectives.
Prerequisites: Span 281 or 289, and 305; or permission of instructor.
3 Lect Hrs, 3 Credits

Span 420
Comparative Syntax
A comparative study of Spanish-English syntax.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 421
Spanish Literature Before 1500
Readings from *El Cid* through *La Celestina*, including such works as *Libro de Buen Amor*, *El Conde Lucanor*, romances, and the poetry of Jorge Manrique and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 424
Golden Age Theater
Outstanding dramatists of the sixteenth and seventeenth centuries: Lope de Vega, Mira de Amescua, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 427
The Generation of 1898
Literary and intellectual trends of the generation of 1898. Selected readings from Ganivet, Unamuno, Azorín, Baroja, Valle-Inclán, Machado, and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 432
Don Quixote
A critical analysis of Spain's masterpiece.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 433
Golden Age Literature
Representative works from one of Spain's most productive literary periods. Readings will include selections of poetry from such writers as Garcilaso, Herrera, Fray Luis de Leon, San Juan de la Cruz, Lope de Vega. The theater will be represented by comedias of Lope de Vega, Tirso de Molina, and Calderon; prose selections will include such works as *Lazarillo de Tormes*, *Novelas Ejemplares* (Cervantes), and socio-satirical works of Quevedo, Gracian, and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 450
Major Writers in Hispanic Literature
A study of the works of one outstanding Spanish or Spanish-American writer. The author will be chosen from such writers as Ana Maria Matute, Galdos, Unamuno, Dario, Neruda, Garcia Marquez, Garcia Lorca.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 452
The Practice of Autobiography in Spanish and Latin-American Culture
This course explores autobiographical practices in Spain and Latin America from the 16th to the 20th century, examining such questions as: How did individuals and communities construct images of themselves? What impelled people to write? What were the consequences? Through readings in autobiography, mediated autobiography, fictional autobiography, and testimony, the course analyzes intersections of literature and history.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 454
Argentina
This course, based primarily on documentary, historical, and literary works, is a cultural interpretation of Argentina. The aim is to help to understand the ideas and circumstances that have shaped some of the country's characteristic features within Spanish American civilization. Readings include works by Concolorcorvo, Ingenieros, Rojas, Borges, Martinez Estrada, Darwin, Sarmiento, Alberdi, Echeverria, Hudson, Mansilla, Hernandez, Lugones.
Prerequisite: Knowledge of Spanish.
3 Lect Hrs, 3 Credits

Span 461
Spanish-American Colonial Literature
A survey of the literature of the Spanish colonies, focusing on its outstanding figures —Inca Garcilaso, Sor Juana Inés de la Cruz— as well as the literature of the Independence Movement. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Department of Hispanic Studies

Span 462
Contemporary Spanish-American Poetry
A study of contemporary Spanish-American poetry starting with the Modernist movement and following its evolution through the avant-garde, surrealism, feminist, and black poetry up to the present. Authors included are Silva, Martí, Rubén Darío, Lugones, Vallejo, Neruda, Paz, Guillen, Pales Matos, Mistral, Agustini, Ibarbourou, Borges.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 467
Contemporary Spanish-American Fiction
A study of contemporary Spanish-American fiction starting around 1910. Attention is paid to the so-called criollista novel, the novel of the Mexican Revolution, and such movements as avant-garde, magic realism, metaphysical fantasy and social realism. Authors included are Azuela, Gallegos, Guiraldes, Rivera, Quiroga, Arguedas, Borges, Asturias, Garcia Marquez, Rulfo, Carpentier, Fuentes, Cortazar.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 468
The Caribbean
A study of the literature of the Hispanic Caribbean region: Cuba, Santo Domingo and Puerto Rico. Representative works of all literary genres by major Caribbean writers—Martí, Bosch, Guillen, Pales, Hostos—are studied in order to provide students with an understanding of the major cultural issues and accomplishments of this Latin American cultural area.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 478
Independent Study
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval before the registration period preceding the semester in which the student wishes to do the independent study. May be taken only once except where special permission is granted by the department.
Prerequisite: Span 202 or equivalent.
Hrs by arrangement, 3 Credits

Span 479
Independent Study
Under very special circumstances, the department may grant special permission to a major to take a second course of independent study, following the procedures outlined for Span 478.
Prerequisite: Span 202 or equivalent.
Hrs by arrangement, 3 Credits

Span 480
Studies in Hispanic Literature
Special topics or individual authors; topics vary from year to year.
3 Lect Hrs, 3 Credits

Span 481
Senior Seminar
Guided research projects in Spanish or Spanish-American literature. Students are admitted to the seminar upon recommendation of the supervising professor and with permission of the department.
Prerequisite: Senior standing.
3 Lect Hrs, 3 Credits

Span 491
Honors Thesis
A paper written under the supervision of a member of the Spanish Department and with permission of the department. See requirements under "Honors."
Prerequisite: At least two advanced literature courses beyond Span 350 and 351.
Hrs by arrangement, 3 Credits

Portuguese Courses

Port 101
Elementary Portuguese I
Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Port 102
Elementary Portuguese II
A continuation of Port 101. Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach. Weekly laboratory attendance and assignments required.
Prerequisite: Port 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Port 201
Intermediate Portuguese I
Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

Port 202
Intermediate Portuguese II
A continuation of Port 201. Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

Port 304
Advanced Portuguese
Intensive work in conversation and composition, and mastery of these skills.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Port 315
Modern Brazilian Literature
Twentieth century Brazilian literature from modernism to the present day. Conducted in Portuguese. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Port 320
Nineteenth Century Portuguese Literature
Readings from Garrett, Camilo, Antero de Quental, Julio Diniz, and Eça de Queiroz. Discussion of the literary characteristics of Portuguese Romanticism and Realism, as well as the political movements with which they were associated. Conducted in Portuguese.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Port 321
Twentieth Century Portuguese Literature
A selection of prose fiction and poetry from the most important literary movements of the century—saudosismo, Presenca, social realism, and personalism. Discussion of the stylistic strategies developed especially in the fifties and sixties to counter institutional censorship. Conducted in Portuguese.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credit

Port 375
Brazilian Civilization
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course discusses the distinctions and similarities in the development of Portuguese America and Spanish America. Readings include historical source material, novels, and modern studies on Brazil. Conducted in English. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs, 3 Credits

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Port 479
Independent Study
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval before the registration period preceding the semester in which the student wishes to do the independent study. May be taken only once except where special permission is granted by the department.
Prerequisite: Port 202 or equivalent.
Hrs by arrangement, 3 Credits

Port 480
Studies in Luso-Brazilian Literature
Special topics or individual authors; topics vary from year to year.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Faculty

Michael B Chesson, Professor and Chair; Professors Feroz Ahmad, Spencer M DiScala, Clive Foss, David Hunt, William A Percy, Martin H Quitt, Lester A Segal, Marshall S Shatz, Woodruff D Smith, R Malcolm Smuts; Associate Professors Paul Bookbinder, Jonathan M Chu, Paul G Faler, Thomas A McMullin, Julie Winch; Assistant Professor Lester J Bartson, Part time Instructor Harold Callanan

The Department

The educational mission of the Department of History is to offer to as many students as possible the skills, knowledge, insights and perspective on the human condition that the study of history has afforded to people since ancient times. The department also aims to acquaint them with the use and relevance of history to themselves and to their society in the late twentieth century as extension of experience, as mode of thought and investigation, as contribution to political judgment, as help to self-knowledge, and as aid to personal liberation from parochialism, faddism, and present-mindedness. We believe that the study of history is indispensable to each of the three aims of education: training for work, preparation for public life, and enrichment of private life.

Requirements

The Major

Majors are required to take at least 12 courses (36 hours) from those offered by the department, including specific requirements as follows:

2 semesters of introductory history of Western civilization (Hist 111 and 112) ....6 credits
2 semesters of introductory history of the United States (Hist 265 and 266) ...6 credits
1 semester of a Research and Methods course (Hist 480, 481, 482) .....3 credits
1 semester of upper-level course work in European history prior to 1715.....3 credits
1 semester of upper-level course work in European history since 1715.....3 credits
2 semesters of course work in non-Western history (other than European or U.S. history), one of which must be at the 100 level .....6 credits
3 semesters of additional, elective courses, all of which must be upper-level courses .....9 credits
12 courses .....36 credits

The Minor

Minors are required to take at least six courses (18 credits) from those offered by the department, including specific requirements as follows:

2 semesters of introductory history of Western civilization (Hist 111 and 112).....6 credits
1 semester of introductory history of the United States (Hist 265 or 266).....3 credits
3 semesters of course work above the 100 level, of which at least two must be taken from courses above the 200 level .....9 credits
6 courses .....18 credits

Pass/Fail Option

No course taken on the pass/fail option may be counted toward the requirements for the major or the minor.

Independent Reading

No more than two Independent Reading courses (488, 489) may be counted toward the requirements for the major. No more than one Independent Reading course (488, 489) may be counted toward the requirements for the minor.

Honors

To be eligible for the History Department's honors program a student must have (a) completed all core requirements for graduation in the College of Arts and Sciences by the end of the junior year, (b) completed two semesters of Western Civilization, two semesters of the US survey, and four other courses, of which one must be a Research and Methods seminar, (c) achieved a University cumulative average of 3.0 and a 3.3 cumulative average in history courses through the junior year.

A student who wishes to do honors work should seek out a supervisor willing to direct the honors paper. After receiving the approval of a supervisor, the student must apply in writing to the undergraduate studies committee for admission to the honors program, preferably before the beginning of the senior year.

An honors candidate enrolls in History 490 (Honors Thesis), usually in the second semester of the senior year, under the direction of his or her supervisor, for the purpose of writing an honors paper; 40-60 pages is suggested as a suitable length. Acceptance of the paper by two of the three members of a readers' committee is required for honors.

The requirements for receiving a diploma with honors in history are

a. satisfactory completion of all University and departmental requirements for graduation;
b. a 3.0 cumulative average in all University courses and a 3.3 cumulative average in all history courses through the senior year;
c. satisfactory completion of the senior honors paper as outlined above.

Department of History

Transfer Credit Policy

At least six of the twelve courses required for the major must be taken in the department. At least three of the six courses required for the minor must be taken in the department.

Courses

Hist C101
The Individual In History
This course examines the part played by outstanding personalities in history. Was their success due to their ability to shape events? Or due to favorable historical circumstances? Focus is on famous individuals associated with major developments in modern history, such as Luther, Elizabeth, Peter the Great, Napoleon, Lenin.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Foss

Hist C114
Modern World History II
History of modern Western industrial societies and the non-Western world, 1800-present.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Ahmad, Mr Hunt, Ms Kingston-Mann, Mr Smith

Hist C120
America: National Unity and Local Diversity
This course addresses the tension in American history between forces seeking a unified national culture and the elements of localism that may take the form of isolation, regional differences, economic differences, and ethnic and racial differences.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Hist C123
Revolutions in Modern History
An introduction to the French, Russian, Chinese and Vietnamese revolutions, and to Marxism in Europe.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Hunt

Hist C201
Monarchs, People, and History
The origins and reasons for monarchy as an institution and social force in the Western world. Specific royal personages are studied with attention to how they attained or lost effectiveness as leaders; their goals for themselves and their people are stressed. These themes are explored through primary source readings. Architectural, artistic, and musical evidence are introduced in slide and tape sessions.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Bartson

Hist C210
Industrial America: 1870 to the present
An examination of the impact of industrial change on American economic life since 1870. Consideration is also given to the social and political implications of industrialism. A major focus of the course is the conflict between those who have argued that industrial development is best achieved in an atmosphere of laissez-faire and those who have called for greater government involvement in the economy.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr McMullin

Hist C230
Nationalism in the Modern World
The course is divided into two parts. The first part focuses on the origins, development and implications of nationalism as an ideological force and on the modern nation-state as its socio-economic and political expression. The second part of the course examines the emergence and subsequent development of three twentieth century national movements—the Irish, Jewish and Arab. There is continual reference to the nineteenth century European roots of these movements as well as to their similarities and differences.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Ahmad

Hist 111
Foundations of Western Civilization
A survey of the political, cultural, social, and economic history of Western society from antiquity until 1715. Emphasis is given to the critical analysis of primary sources.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 112
Modern Western Civilization
This course traces the major political, economic, and cultural changes which have shaped Western society from the Enlightenment to the present. Emphasis is given to the critical analysis of primary source materials.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 150
The Middle East I: 570 to 1517
This course covers the period from the birth of the prophet Muhammed to the Ottoman conquest of the Arab world. It examines the rise of Islam as a political power, its development as a civilization, and its interaction with medieval Europe, especially during the Crusades. It concludes with Muslim supremacy in the eastern Mediterranean during the age of discovery.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Ahmad

Hist 151
The Middle East II: 1517 to the Present
The course begins by examining the socio-economic and political character of Ottoman power, its expansion into Europe and the Middle East. It discusses the failure of the empire to transform itself when faced with the challenges of an expanding Europe, and the subsequent responses to Western industrialism, nationalism, and imperialism.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Ahmad

Hist 152
Introduction to African History
This course is designed to provide students with a solid foundation of historical knowledge in preparation for more advanced courses in various aspects of African studies. The course emphasizes such themes as Islam in Africa, trade and politics in medieval Africa, slavery and the slave trade, European colonization, and the political economy of independent Africa. (Course offered in the fall only.)
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Smith

Hist 153
Africa in the Twentieth Century
This course focuses on major themes in the history of Africa since 1900. These include the establishment of colonial rule and colonial administrative practices, colonial economies, African nationalism and decolonization, South Africa and the politics of apartheid, and post-colonial Africa from a global perspective. (Course offered in the spring only.)
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Smith

Department of History

Hist L160 (EAsian L160)
East Asian Civilizations I
An introduction to the traditional civilizations of China, Japan, and to a lesser extent Korea, from the earliest times to the arrival of the modern industrial West in the mid-nineteenth century. (Course offered in the fall only.)
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

Hist L161 (EAsian L161)
East Asian Civilizations II
An introduction to the modern transformation of China, Japan, and, to a lesser extent, Korea, from their encounter with the industrial West in the mid-nineteenth century up to the present day. (Course offered in the spring only.)
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

History 178
Special Topics in History
Seminar in selected topics in history. Course content is announced during the advance registration period. Course material is consistent with other introductory history courses.
3 Lect Hrs, 3 Credits

Hist 265
American History I
Introduces students at the intermediate level to the study of American history before 1877. The subject matter encompasses virtually all aspects of American society. The interrelationship between social structure, economic development, everyday life, culture and formal politics is explored throughout the course. Attention is given to the nature of historical inquiry and the development of writing skills.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 266
American History II
A survey of American history from 1877 covering the nature of American social structure, economic development, everyday life, culture, and formal politics. Attention is given to the nature of historical inquiry and the development of writing skills.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 280
The Vietnam War
This course covers the period from 1945 to 1975, with attention to the Vietnamese Revolution and its American and Vietnamese adversaries. Topics include origins of the Cold War and U.S. policy in Indochina; Vietnam's peasant revolution and Communist Party; society, economy, and ideology of the Saigon milieu; the U.S. anti-war movement; and U.S. soldiers and veterans of the Vietnam War era. (Course offered in the fall only.)
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Hunt

Hist 300
Ancient Civilization to 600 BC
Civilization's birth and progress in Mesopotamia, Egypt, Canaan, Minoan Crete, and Homeric Greece. This course emphasizes the role of cities and social and intellectual life with extensive slides stressing art and archaeological digs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bartson

Hist 301
Greek History
A survey of the origin, rise and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Foss

Hist 302
Roman History
The Roman state from its origins until the triumph of Christianity. Republic and Empire receive equal attention. Hist 301 and 302 together provide a continuous history of the Mediterranean world from about 700 BC to 300 AD. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Foss

Hist 303
Classical Archaeology
A survey of art, archaeology, and history of the Bronze Age of Greece and Asia Minor. Introduction to the methods and aims of archaeology and the geographical and historical background of the period. The major area cultures—the Minoan Civilization, Mycenaean Greece, Troy, and the Hittite Empire. (Course offered in the fall only.)
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs, 3 Credits
Mr Bartson

Hist 304
The Dark Ages
Beginning with the decline of the Roman Empire, this course discusses German, Muslim, Viking and Magyar invasions, the development of Catholicism in Western Europe and of Eastern Orthodoxy in the Byzantine Empire, the Arabic contribution to mathematics, science, and philosophy and the institutions of feudalism and manorialism. The course concludes with the economic, demographic and urban revival which began around 1000 AD. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Percy

Hist 305
The High and Later Middle Ages
Beginning with the Great Revival around the year 1000 AD, this course traces the development of feudal monarchies, parliamentary institutions and the common law, the conflict between Church and State, the rise of universities and the growth of the New Learning, the development of Gothic art and architecture, and the vigorous urban life which presaged the bourgeois civilization of the modern era. The course concludes with the adversities—famine, plague, and war—of the fourteenth and fifteenth centuries. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Percy

Hist 306
Roman Archaeology
A methodological approach to Roman archaeology as a key to understanding the history and culture of Rome and its empire from the city's origins in about 750 BC through the height and decline of Roman civilization during the first through fourth centuries AD. Discussions make extensive use of slides, and the course surveys the art and architecture of the city in the context of primary literary sources. (Course offered in the spring only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bartson

Hist 311
Europe in the Age of the Enlightenment
The main currents of eighteenth century European thought in their historical setting. Attention to social and political factors in cultural development. Topics include the Scientific Revolution and the rise of secularism, the shift from corporative to class society, enlightened despotism, popular culture and the democratization of knowledge, war and the struggle for empire.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Department of History

Hist 313
Europe in the Nineteenth Century
A political, social and cultural history of Europe from 1815 to 1900, including the history of each major European nation.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala, Mr Shatz

Hist 315
Europe in the Twentieth Century I
Political, social and intellectual history of Europe from 1900 to 1945. Emphasis on the origins of the World Wars, European totalitarianism, the Great Depression and inter-war societies.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala, Mr Shatz

Hist 316
Europe in the Twentieth Century II
Political, economic, social, and intellectual history of Europe with attention to extra-European influences, from 1945 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala, Mr Shatz

Hist 320
Tudor-Stuart England
An introduction to English history from the high Middle Ages. Emphasis on the political crises of the sixteenth and seventeenth centuries, to 1660. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Smuts

Hist 321
England in the Age of Revolution, 1660 to 1850
English history from 1660 to 1850 with emphasis on the transformation of life and institutions in the eighteenth and nineteenth centuries. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Smuts

Hist 323
Russian History I
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Shatz

Hist 324
Russian History II
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the second World War. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Shatz, Ms Kingston-Mann

Hist 328
German History to 1815
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, the German and the French Revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bookbinder

Hist 329
German History since 1815
German liberalism, nationalism, and conservatism in the nineteenth century, the revolution of 1848, unification, World War I, Weimar, and the Nazi period. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bookbinder

Hist 331
France since 1789
Political, economic, social and cultural history of France from the origins of the Revolution of 1789 to the present. Emphasis on the formative crises, revolutions and war, which have shaped French institutions and thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Hunt

Hist 334
Modern Italy from 1815 to the Present
The most significant events in modern Italian history including the Risorgimento, the Giolittian Era, the beginnings of Socialism, the rise and fall of Fascism, the Republic, and the growth of terrorism.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr DiScala

Hist 335
Spain to 1713
Discussion of Spain in the ancient and medieval period is followed by a survey of its role as the Western world's first superpower under Charles I and Philip II in the sixteenth century. Its subsequent decline is discussed in the context of Spain's continuing cultural and social contributions in Europe. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Bartson

Hist 337
Jewish History: Ancient
Political, social and intellectual development in Jewish society from late biblical antiquity to the early centuries of the Christian era. Attention to the interaction with ancient Near Eastern, Graeco-Roman, and Christian societies and cultures. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Segal

Hist 338
Jewish History since 1500
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East, from the late fifteenth century to the creation of Israel in 1948. Attention to Jewish experience in the age of absolutism and mercantilism, Marranos and Messianism, Polish Jewry and Hasidism, enlightenment, emancipation and nineteenth century responses to modernism, and Jewish experience in the twentieth century. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Segal

Hist 339
Irish History, 1688 to the Present
The forces and movements in the development of Irish Nationalism and the achievement of national independence. (Course offered summer only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist L349 (AmSt L349)
The Cold War: Rise and Fall
Focusing on American-Soviet relations since 1917, this course is particularly concemed to expose students to Soviet and American images of each other at key points in their common history. We look at the ways that these images have changed and evolved. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Hunt, Ms Kingston-Mann

Hist 352
Topics in African History
An intensive study of selected themes in African history; although the approach is thematic, attention is given to essential chronology and to regional differences. Topics, which vary from semester to semester, include African economic history; pan-Africanism and nationalism; post-colonial Africa: its prospects, developments, and crises; religion in Africa; and African urban history.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Smith

Hist 355
Colonial Latin America
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Shively

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Hist 356
Latin America since Independence
The histories of Mexico, Argentina, Brazil, and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the nineteenth and twentieth centuries, and the resulting political and social consequences. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Shively

Hist 358
War in the Twentieth Century
A study of military plans, strategy and weapons employed in twentieth century wars, and their consequences on the battlefield, together with their larger impact on the societies involved. Emphasis on the two world wars and the Vietnam War. The course concludes with a review of current military plans and weapons systems of the world powers in the perspective of military history since 1914. (Course offered in the spring only.)
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist L359 (WoSt L359)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
3 Lect Hrs, 3 credits

Hist L360 (EAsian L360)
Traditional China
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Ye

Hist L361 (EAsian L361)
The History of Modern China
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

Hist L362 (EAsian L362)
Traditional Japan
A historical survey of cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan.
Note: Hist L160 (EAsian L160) is strongly recommended, although not required, as preparation for this course.
3 Lect Hrs, 3 Credits

Hist L363 (EAsian L363)
Modern Japan
A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Ye

Hist 364
From Rebellion to Independence: India since 1857
Intended to be an introduction to the Indian subcontinent as it emerged from British rule to independence. Designed for students interested in this area and the Third World, regardless of major. The framework of the course is historical, but it also deals with social and religious institutions such as the caste system, as well as economic and political change in a traditional society.
Prerequisite: Sophomore standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Ahmad

Hist 367
Modern South Africa
With a central focus on race relations, this course examines political and economic developments in South Africa during the twentieth century. Specific themes include the rise of Afrikaner nationalism; black resistance movements; apartheid policies and their implications for race relations; the role of labor; and South Africa and the United States. (Course offered in the spring only.)
Prerequisite: Sophomore standing, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Smith

Hist 368
Slavery in Africa
With a focus on the period from 1400 to the twentieth century, this course examines the history of slavery and the slave trade in Africa. Broad themes include the nature of slavery in Africa; the origins, both internal and external, of the slave trade; and the dynamics, economics, and overall significance of the slave trade and slavery in Africa. (Course offered in the fall only.)
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Smith

Hist 370
American Colonial History: The Earliest Settlement to 1763
The English background of emigration and settlement. The evolution of imperial institutions; American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the seventeenth and eighteenth centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chu, Mr Quitt

Hist 371
The Age of the American Revolution, 1763 to 1789
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effect, the forming of republican institutions for state and federal governments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chu, Mr Quitt

Hist 372
The Early Republic
Survey and analysis of the early development of the United States as an independent federal republic. Focus is on key issues: civil liberties, slavery and the first emancipation, federalist economic policy, neutrality, war, institutional growth (presidency, congress, judiciary, political parties), and changes in the social, ideological and cultural environment. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Ms Winch, Mr Quitt

Hist 373
American Slavery
The African-European heritage of slavery, the Atlantic slave trade, the origins of slavery in the United States, its early abolition in the North and continued development in the South, culture of the slave community, black resistance and rebellion, the attack on and the defense of slavery, its final destruction in the Civil War, and the lasting significance of slavery in American life. (Course offered in the fall only; next offered 1998.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chesson

Hist 375
Civil War and Reconstruction History
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction. (Course offered in the spring only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chesson

Department of History

Hist 376
American Urban History
The urbanization of the United States from the colonial era to the present, with coverage of chronological and geographical developments as well as special topics of city life. (Course offered in the spring only; next offered 1998.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr McMullin

Hist 377
The Old South
The history (social, political, economic, intellectual) of the South and the development of a distinctive region and culture from the first permanent English settlement at Jamestown to the firing on Fort Sumter, with coverage of such topics as climate, staple crop agriculture, economic colonialism, the institution of slavery, the Virginia dynasty, Whitney's gin, the black belt and the rise of King Cotton, Nullification, filibustering, removal of the Indians, Southern violence, women on pedestals, antebellum literature and religion, moonlight and magnolias, and the harsh realities of the militant South on the eve of the Civil War. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chesson

Hist 378
American Legal History
An exploration of the evolution of three major areas of private law: torts, contracts, and property. The primary focus of the course is the way in which law both reflects and changes social and economic conditions. In addition, the course examines the legal dimensions of historical changes in American life. Finally, the course introduces students interested in the law to forms of legal analysis and to a number of major landmark decisions in the area of private law.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Chu

Hist 379
The United States, 1900 to 1945
American politics and culture from the Progressive period through World War II.
Prerequisite: Hist 266 or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 380
The United States Since 1945
American politics and culture from the end of World War II to the present.
Prerequisite: Hist 266 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Faler

Hist L381 (RelStd L381)
The History of American Religion
The history of religion in America from the earliest settlements to the present day. Particular attention is given to the nature and content of belief among the various American denominations, and to the ways in which those groups have attempted to put their beliefs into practice. (Course offered in the spring only.)
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Hist 382
Ideas and Society I
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the seventeenth century through the mid-nineteenth century. Primary emphasis on religious, social, and political thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 383
Ideas and Society II
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the mid-nineteenth century to the present. Primary emphasis on social, scientific, and religious thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 387
The History of American Foreign Policy in the Twentieth Century
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the present. Emphasis on domestic sources of foreign policies and on such general topics as war: World Wars I and II, Korea and Vietnam, and the Cold War, and the debate over America's role in world affairs.
Prerequisite: Sophomore standing
3 Lect Hrs, 3 Credits

History 388
Special Advanced Topics in History
Intensive study of selected topics in history. Course content is announced during the advance registration period. Course material is consistent with other advanced history courses.
Prerequisite: Standing as history major or permission of instructor.
3 Lect Hrs, 3 credits

Hist 393 (AmSt L393)
The Social History of American Women
This course provides a general social history of women in the United States and the institutions that governed their lives—the family, sexual and reproductive practice, child-raising practices, the social organization of work, and control over the means of production.
Prerequisites: One WoSt course and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

Hist 394
Women in Social Movements, U.S., 1800-Present
The experience of women in social movements in the U.S. since 1800, including trade unionism, abolitionism, feminism and socialism.
Diversity Area: The United States.
3 Lect Hrs, 3 Credits

Hist 395
The History of Boston
A general survey from 1630 to the present, emphasizing the variety of people who gave this seaport its special character and prominence in American history.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits
Mr Faler, Mr McMullin, Mr O'Toole

Hist 398
The Constitutional History of the United States
This course proposes to examine the changing constitutional structure—national, and federal as it applies to states, and the triune separation of powers within the national government—from 1781 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 404
The History of Common Law
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding medieval history and common law. Recommended for pre-law students. (Course offered in the fall only.)
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Percy

Hist 405
The Medieval Mind
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours. (Course offered in the spring only.)
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Percy

Hist 428
The Germanies Since 1945
This course traces the emergence of the two distinct German states from a common heritage.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bookbinder

Department of History

Hist 429
Hitler, A Man and His Times
A focus on the life and career of Adolf Hitler to elucidate an important period in German and European history. (Course offered in the spring only.)
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bookbinder

Hist 431
The French Revolution
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs. (Course offered in the spring only.)
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Hunt

Hist 433
Mussolini and Italian Fascism
An analysis of Mussolini's personality and of Fascist doctrine and practice. The nature of Fascism, its origins and its significance for the modern world is examined. The influence of Italian Fascism in other countries of Europe and in America is discussed.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr DiScala

Hist L437 (RelStd L437)
The Jewish Mind to 1600
Foundations of Jewish thought and institutions from the age of the Talmud to the early modern period. Characteristic features of Talmudic law and lore, medieval Jewish philosophy, mysticism, and humanism are examined, with attention both to historical context and to Biblical background.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Segal

Hist 450
Modernization, Nationalism, and Revolution in the Middle East I
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Junior standing or permission of instructor.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Ahmad

Hist 451
Modernization, Nationalism, and Revolution in the Middle East II
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ahmad

Hist 465
Twentieth Century Vietnam
Examination of the rural and pre-industrial Vietnamese social order as it evolved through phases of colonialism and World War, revolution and guerrilla warfare. The course proceeds from a Vietnamese perspective, illustrating the dilemmas faced by peasants in an era of modernization.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Hunt

Hist 478
Special Topics Seminar in History
Course content is announced during the advance registration period. Course material is consistent with other departmental seminar offerings.
Prerequisite: Standing as history major or permission of instructor.
3 Lect Hrs, 3 credits

Hist 479
Special Topics
See Hist 478.

Hist 480
Seminar in European History
A problem course intended to give training in historical research and writing. The field of European study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist 481
Seminar in American History
A problem course intended to give training in historical research and writing. The field of American study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist 482
Seminar in African History
History 482 examines the trends and approaches in the study of sub-Saharan Africa. The focus in on methodology and perceptions and their implications on the image of Africa as presented by historians/scholars over the last two centuries.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Smith

Hist 487
Cooperative Education/Internship, History
Through the cooperative education/internship program majors in the history department are placed in paid work assignments or non-paying internships which relate to studies in applied history. Work periods are generally six months and begin in either January or July. Students are placed by the cooperative education/internship office and awarded credit for study in conjunction with the work experience: typically six credits for full time work and three credits for part time work. Credit is awarded only to students who successfully complete a study plan submitted to and approved by a member of the department. The plan should detail a body of work equivalent to that expected in a classroom-based course for the same number of credits. The study plan should include appropriate reading and writing assignments.
Prerequisites: Sophomore standing, permission of the department chairperson, the director of cooperative education, and the instructor. By application and interview only.
3-6 Credits

Hist 488
Independent Reading
Guided reading and research; may be used in departmental honors program.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

Hist 489
Independent Reading
See Hist 488.

Hist 490
Honors Thesis
A major research paper written under the supervision of a member of the department and defended before an Honors Committee. Students completing this work successfully will graduate with honors in history.
Prerequisites: Senior standing as a History major, a 3.0 general cumulative average, and a 3.3 cumulative average in history.
Hours by arrangement, 3 Credits

Graduate Courses

Hist 610
American Historical Tradition
The history of American historical writing from the eighteenth century to the present. Topics include the Progressive, Consensus, New Left, New Social, and other schools of historical interpretation.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits

Department of History

Hist 615
European Historical Tradition
The history of European historical writing from Voltaire to Toynbee, with emphasis on the historians of the nineteenth century. (Course offered in the spring only.)
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Shatz

Hist 620
Biography
The art and craft of biographical writing. The course examines a variety of approaches to biography, e.g., psychobiography, literary biography, and political biography. Representative examples of each of these approaches are analyzed. Particular attention is paid to the retrieval and critical use of biographical materials, such as autobiography, archives, oral sources.(Course offered in the fall only.)
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Chesson

Hist 631
The Fall of the Roman Empire
This course examines one of the great problems of European history and in the process surveys the entire period from the third century to the early seventh. It considers the reasons for the fall of the Roman empire, and discusses some of the explanations that have been proposed. Topics include the crisis of the third century; Diocletian and Constantine; the Germanic invasions; and the reign of Justinian.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Foss

Hist 636
Weimar Germany
An examination of German life and culture under the Weimar Republic, chiefly through studies of diverse primary sources ranging from memoirs and public addresses to literature, the arts, and architecture. Each student investigates one aspect of Weimar history using the available primary source material (in translation) and delivers an oral presentation and a final major paper.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bookbinder

Hist 646
The Early New England Town
This course uses the early history of New England towns to examine the social life of Americans from the first settlements to the American Civil War. Through the study of the town, students consider topics in social, political, legal, economic, demographic, and environmental history.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Chu

Hist 670
Introduction to Archival Methods
An introduction to archival theory and practice with emphasis on the collection, appraisal, arrangement, description, and use of manuscripts and records. Lectures and exercises emphasize the application of theoretical principles to specific records problems. The course is seen as basic instruction both for those planning archival careers and for potential users of archives. (Course offered in the fall only.)
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 681
Topics in European History
Examinations of important themes in European political and social, cultural and intellectual history. Topics vary.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 682
Topics in American History
Examinations of important themes in American political and social, cultural and intellectual history. Topics will vary.
Prerequisite: Graduate standing or permission of instructor.

Honors Program

Faculty

Professor Monica McAlpine, Director, Professor Louis Ferleger, Associate Director

The Program

The Honors Program in the College of Arts and Sciences gives students an extraordinary opportunity to pursue their educational goals to the full extent of their interests and abilities. The program involves each student throughout his or her full course of study. It encourages academic excellence by bringing its members into intimate contact with like-minded fellow-students and concerned, enthusiastic faculty members. The program's policies are guided in their implementation by a faculty advisory board.

Eligibility depends upon evidence of academic achievement. Incoming freshmen and transfer students are invited to apply for admission, and faculty members may nominate students for admission. An interview with the director of the program is required.

Students in the program take accelerated and enriched courses, meet together for presentations and discussions in a junior year colloquium, and complete senior honors projects within their majors under the guidance of faculty mentors. To encourage close contact between students and faculty, the program also sponsors lectures, workshops, and social events. A lounge provides space for informal gatherings and discussions among students and faculty affiliated with the program.

For each year of successful participation in the program, the honors student is identified by the University as an Honors Program Scholar. On completion of the program, the student's official transcript carries the designation "Honors Program Scholar, College of Arts and Sciences" and the designation of completion of departmental honors in the student's major.

Requirements

The Freshman Year (6 to 9 credits)

1. Engl 101 and/or 102 Honors Sections—one or two semesters, as determined by instructor (3 to 6 credits).
2. Freshman Honors Seminar—Honors 101 (3 credits).

The Intermediate Level (18 credits)

Students are required to select 6 intermediate (200-)level honors courses (3 credits each); two or three such honors courses are courses offered each semester. These courses are designed specifically for the students in the program by faculty invited to prepare honors courses in their area of expertise. Each section is limited to 20 students.

Honors Program

Honors courses are drawn from all areas of the College; they emphasize student participation and a reliance on primary source material. These regular offerings of the Honors Program are enhanced by special topics courses, under the rubric of Honors 290. One or more is offered each year; topics planned for 1996-98 include, among others, "The Human Brain" and "Medieval Jewish Philosophy."

All intermediate level courses are designated "core substitutes," so that they may be used, by Honors Program students only, to meet CAS core and distribution requirements. Students in the program wishing to use honors courses as core or distribution courses must have certification from the program director.

Junior Year Colloquium (3 credits)

The Colloquium is designed as an integrative experience dealing with issues around a specific theme that varies from semester to semester. The course explores principles and methods of research common to many fields.

Senior Departmental Honors (6 to 12 credits)

As part of the collegiate honors program, students are required to fulfill the honors requirements in their respective majors. In cases of students majoring in departments that do not have senior honors, or if students wish to develop an interdisciplinary honors project, an ad hoc faculty committee will be formed by the Honors Program. In such cases, the student receives 6 credits for successful completion of the project.

Additional Requirements

1. Language: All honors students are required to complete two semesters of work at the intermediate level of a foreign or classical language.
2. Mathematics: Proficiency in mathematics is usually demonstrated at the level of calculus (Math 130). With permission of the director, appropriate courses taken in computer science and/or statistics may fulfill the mathematics requirement.
3. Honors students must maintain a GPA of 3.0 or better to remain in good standing. Students who fall below this level are placed on probationary status for one semester and must make remedial efforts in order to remain in the program.
4. Honors courses may not be taken on a pass/fail basis.

Courses

Note: Typically, each of the courses described below is offered once every two years. Exceptions are noted in individual course descriptions.

Honors 101
Freshman Honors Seminar
This course surveys the different areas of scholarship and research that make up the liberal arts curriculum. Beginning with a review of the nature of knowledge and its varied forms, the course examines and compares types of questions, research methods, modes of discourse, and the values inherent in the various disciplines.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Greene, Ms Sands

Honors 220
Introduction to Poetry
This course provides an introduction to the reading of poetry. It seeks to help students feel at ease with varieties of poetic expression, and to foster the development of independent, critical responses to poetry. Emphasis is given to the relations between poetry and some of the other arts, particularly painting, sculpture, music, and architecture.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Helms, Mr Schwartz

Honors 226
Shapers of the 17th Century
A study of four figures whose lives and work illustrate the enormous creativity of the seventeenth century: Richelieu, Kepler, Rembrandt, and Leibnitz. Their diverse fields of achievement necessitate inquiries into history, politics, philosophy, mathematics, science, and art.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Bookbinder

Honors 228
Mozart in Vienna
This course focuses on the last ten years of Mozart's life. The composer's letters and other contemporary documents serve as a basis for discussing his personal and creative life, his successes as composer and performer, and the agonies of his final years. The course focuses on the close reading, listening, and viewing of three operas: The Marriage of Figaro, Don Giovanni, and The Magic Flute. The texts are discussed with regard to their literary traditions, their quality as dramatic literature, and their musical representation. Other works by Mozart briefly presented include Mass in C minor, K. 427; Symphony in G Minor, K. 550; Piano Concerto in B flat Major, K. 595.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Dyer

Honors 230
The City in Literature
Literary representations of two American cities: Boston and New York. From John Winthrop's *A Model of Christian Charity* to James Baldwin's *Notes of a Native Son*, American men and women have articulated their visions of American place and culture in their writings. In various literary forms, American writers have portrayed their actual and symbolic journey of discovery of America in Boston and New York.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr O'Connell

Honors 234
The Idea of Utopia
The course examines the persistence of utopian thinking in a wide range of philosophical and literary texts from Plato through the twentieth century. Students are expected to make occasional class reports, to undertake limited research projects in small groups, and to present their projects publicly at the end of the term.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Crossley

Honors 238
Images of Women in Italian Culture
From Dante to D'Annunzio, the artistic representation of women is an indicator of cultural values and social attitudes. This course explores significant periods in Italian thought, literature, and the fine arts by focusing on images of the feminine in these periods. Discussions include the Middle Ages, the Renaissance, the Enlightenment, the romantic era, early realism, and modernism.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Ms Bassanese

Humanities Courses

Honors Program

Honors 245
Making the Third World Modern
This course explores Western endeavors to promote "modernization" and "development" in the Third World through the use of various forms of developmental aid. Specific emphasis is placed on efforts by international agencies to promote development in Africa, Asia, and Latin America through programs emanating from foreign aid policies, multilateral aid, and responses to Third World debt. The course encourages the evaluation of developmental programs along scientific, cultural, and ideological lines; to do this, it makes use of the literature of anthropology, economics, political science, and sociology.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Ms Hartford

Honors 248
Natural History, Life Cycles, and the Fossil Record
This course concerns the origin, nature, and variety of life. Participants study the fossil record, comparative anatomy, developmental anatomy, and life cycles, with an eye toward illuminating life processes. The course seeks to help students develop habits of critical thinking in these areas of study.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits
Mr Gibbons

Honors 255
Issues in Environmental Science
Lectures and lecture discussion on significant issues relating to the environment. Emphasis is given to the scientific principles involved in each issue, and to the ways in which these issues and the technologies associated with them affect society and government. Biol 101-102 or Chem 101-102 are recommended.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

Honors 290
Special Topics
Courses of special interest in selected fields drawing on the scholarly interests of faculty. Topics vary each semester.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

Honors 380
Honors Colloquium
Through multi-disciplinary study of a topic chosen each semester, the Colloquium explores principles and methods of research common to many fields. Students trace scholarly controversies, frame hypotheses and questions, use print and electronic sources, display data in text and graphic forms, work independently and collaboratively, and present results orally and in writing. Each student prepares a prospectus for an individual research project. (Course offered once each semester).
Prerequisite: Honors student standing, or permission of program director
3 Lect Hrs, 3 Credits
Ms Horton, Ms Ramsay, Ms Sands, Mr Smuts
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

Honors 490
Special Topics
Topical coverage in selected fields of scholarly interests directed by members of the faculty.
Prerequisite: Honors student standing, or permission of program director.
Variable Hrs, 3-6 Credits

Human 220 (MdnLng)
Hades, Heaven, and Hell
This team-taught, interdisciplinary course first explores Hades from Ovid to Cocteau. It then moves to heaven and hell to examine the Christian symbolism of good and evil, angels and devils, sin and redemption in European literature, film, and the arts.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Boelcskevy

Human C271 (German)
The Literature of the Holocaust
An analysis of, primarily, the imaginative literature written about Jewish suffering and death under the Nazis. The course begins with a brief history of the Holocaust. On occasion the course includes a guest lecture as well as an interview with a survivor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Hoelzel

Human 254 (German)
Romanticism and European Literature
The course focuses in lecture and discussion on the manifestation in literature of the Romantic Movement in Europe as one of the historic forces still shaping all our lives. The development of Pre-Romanticism and Romanticism in England, Germany, and France is traced via representative readings (Goethe's Sorrows of Young Werther, Eichendorff's Memoirs of a Good-for-Nothing, Chateaubriand's Atala) and poetry (by such figures as Goethe, Eichendorff, V Hugo, Wordsworth, Coleridge, Shelley). It will be seen how certain Romantic notions of the individual, of love, and of nature, still influence our thinking and feeling and ways of dealing with the world.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Human 255 (German)
Pacting with the Devil: The Faust Tradition
A lecture course emphasizing critical interpretation of major texts in the Faust tradition by Marlowe, Goethe, and Thomas Mann. Attention is given to the evolution of the legend and to other adaptations of Faustian material.
Prerequisite: Engl 101 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Hoelzel

Humanities Courses

Human 275 (English)
The Literature of War: World War I to Vietnam
This course is an introductory survey of the literature of war in the twentieth century. It focuses mainly on the American experience, though readings also include British, German, and Vietnamese materials. Participants study the historical, cultural, and individual contexts of primarily fictional works.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Bowen

Human 283 (English)
The Image of Women in Literature
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer, and Lessing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Dittmar

Program in Hydrogeology

The Program

The Program in Hydrogeology, administered through the Department of Geography, offers a sequence of courses which, taken as a whole, will teach the concepts, techniques of evaluation, and applications of the broad field of ground water study. The program includes examination of geologic principles relevant to hydrogeology, traditional ground water resource evaluation, and modelling of ground water phenomena using current applicable software. Additionally, this program is intended to be interdisciplinary; electives from chemistry and mathematics may be taken as part of the program.

The program is designed for majors in geography or any other discipline in which an understanding of hydrogeological phenomena would be beneficial. It is also useful for those professionals already working in the fields of site assessment, evaluation, and/or remediation, who may wish to acquire technical education toward certification as a licensed site professional.

Eligibility

The program is open to all undergraduates at the University of Massachusetts Boston, as well as to non-matriculated students, or working professionals, who are interested in obtaining a certificate of study. Geography majors may enroll in the program; three courses taken as part of the program may count toward their major. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

Seven courses (a minimum of 21 credits) are required for the completion of the program. Courses required for the program are Geog 110 (Physical Geology), Geog 230 (Groundwater), Geog 330 (Quantitative Hydrogeology), Geog 385 (Applied Hydrogeology), and Geog 401 (Field Methods). Two electives are available from among a number of selected geography, chemistry and mathematics courses.

Students wishing to enroll in the program must have the approval of the Geography Department chair, or the director of the Hydrogeology Program.

Interdisciplinary Courses

Intr-d Z104
Into the Ocean World: Marine Studies Seminar
An interdisciplinary course introducing the many disciplines that touch on the sea—the marine sciences, maritime history, marine politics and economics, and marine art and literature. The course is designed to highlight the sea's complexity and the far-reaching consequences of our interactions with it. Students will not become expert in any one aspect of marine study. Rather, they learn to interrelate the many perspectives required to understand the marine environment and to make decisions about the oceans.
3 Lect Hrs, Field Trips, 3 Credits

Intr-d Z106
History of Seafaring Based on Maritime Archaeology
An introductory survey of maritime history in New England: transportation, trade, travel, exploration and warfare from approximately 3500 BC to the end of the wooden boat era in the late nineteenth century. Information based on the remains of actual shipwrecks from the traditional historical periods will be analyzed in the context of the cultures and societies which produced them. Literary and art historical sources are studied.
3 Lect Hrs, 3 Credits

Intr-d Z107
Water, Water: Planning for the Future
This course is designed to stimulate students' interests in the area of water resources from the perspective of environmental sustainability. It focuses on the resources themselves—their functions, their values, how human impact affects them, and issues of policy and management. The course highlights rivers, coastal and marine resources, groundwater, and wetlands.
3 Lect Hrs, 3 Credits

Intr-d Z108
(Biol) Marine Mammals: Biology and Conservation
The course is designed to familiarize students with the biology and natural history of marine mammals. Emphasis is placed on whales, dolphins and seals of the North Atlantic but species from all over the world will be discussed. Topics will include evolution, anatomy, behavior, field identification, the history of whaling and contemporary conservation problems. In addition to lectures students will spend one three hour session in a laboratory performing a dissection and will participate in two to three marine field trips to Stellwagen Bank.
Prerequisites: Biol 111 and 112, or equivalent.
3 Lect Hrs, Lab and Field Trips, 3 Credits

Interdisciplinary Courses

Intr-d 125
Science for Humane Survival I
This course deals with the role of science in our society. It develops the perspective that scientific problems and controversies cannot be divorced from their political, economic, and social implications. After some introductory discussion of scientific methodology, validation of scientific theories, and questions concerning the objectivity of science, the class turns to some critical "global" problems. These include problems centering on population, natural resources, food production, environmental pollution, and energy. No scientific background is assumed, but enough science is presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr, 3 Credits

Intr-d 126
Science for Humane Survival II
This course deals with the role of science in our society and focuses on "local" problems. Among the topics discussed are food and nutrition, health care, scientific management, and several aspects of biological determination including social Darwinism, genetic screening, IQ, sex roles, sociobiology, and cloning. No scientific background is assumed, but enough science will be presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr, 3 Credits

Intr-d 190
Health and Medicine
Discussion of the special academic skills needed in math and science to be a successful pre-med, the opportunities and careers in the health field, and the skills needed in health fields, including clinical and applied research skills in science and related areas. The course focuses not only on an analysis of skills needed in medicine and the health sciences, but also on how to assess one's own strengths and weaknesses in these areas. Workshops are held to improve specific skills in math and science and students are introduced to clinical and applied research skills in science and health-related areas. Pass-Fail only.
Prerequisite: Permission of instructor.
1 Credit

Inter-d 270
The Science of Brain and Mind
The focus of this course is on the development of models, including the models we use to understand the world and the formal models scientists use to describe how the brain works to produce experience and behavior. A recurrent theme will be the cross-fertilization among the disciplines of computer science, neuroscience, and psychology in building scientific models.
Prerequisites: Math 110 or equivalent
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 4 Credits

Intr-d 299
Proficiency in Analytic Writing
This course is designed for students who have had repeated difficulty in completing the Writing Proficiency requirement. The course explores a broad topic or theme, which changes each semester. In recent years, these topics have ranged from loyalty to the extent and limits of freedom to language and socialization. Texts are drawn from different disciplines. Through this exploration, the course provides intensive instruction in critical reading, writing, and thinking. The course operates as an intensive writing workshop. Students develop a set of 3 or more critical papers, based on multiple readings, that form the basis of a writing proficiency portfolio. This portfolio, composed of these supporting papers along with a final paper written in response to readings and a question provided by the CAS Core Curriculum Office, is assessed by a committee of faculty readers at set times of each year. Preference in registering for this course is given to students with two or more unsuccessful attempts at the WPE; a conference with the associate director of the Core Office is required before registering. The course is evaluated pass/fail. Please note: The course's three credits are awarded when the student successfully passes the writing proficiency requirement.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs. 3 Credits

Program in International Relations

Director

Associate Professor Primo Vannicelli

The Program

The Program in International Relations is designed to provide students, regardless of their major, with a structured foundation in the study of international affairs. The formal courses offer both general introductions to and in-depth study of the peoples and cultures of different world regions, the forces and institutions shaping the international economic system, and the relations among nations and their governments.

The program is particularly designed to serve the needs of three categories of students:

1. students in the College of Arts and Sciences majoring in a social science or foreign language. The program will be of particular interest to students desiring a general education in international affairs; students preparing for graduate work in some aspect of international studies; students planning careers in business, law, public service, journalism, information sciences, finance, with an international emphasis.
2. students in the College of Management with a special interest in international business.
3. students with an interest in teaching social studies in secondary schools.

Requirements and Recommendations

For Admission:

Any student at UMass Boston, regardless of major, may enroll in the program. For admission into the program, interested students should take these steps:

1. An initial discussion with one of the program advisors—to review the suitability of the student's background, discuss how the program will meet the student's educational and career goals, and help the student work out a preliminary study plan.
2. Obtain formal approval from the program director and fill out an enrollment form.
3. Complete a study plan, in consultation with a faculty advisor, and file a copy with the program director.

Non-degree students wishing to enroll in the program should consult with the program director for an individualized evaluation of their background. Non-degree students who meet all program requirements receive a certificate of completion.

Program in International Relations

For Completion:

I. Political Science 220 (International Relations)

II. Five electives—at least one course in each of the three categories below:

A. Area and sociocultural studies

B. International political economy

C. Foreign policy and transnational relations

(Please refer to the list below for approved courses in each category; students should not take more than three courses in any one department.)

III. IR 499 (Seminar in International Relations)

IV. Foreign Language Proficiency: Intermediate level proficiency or equivalent international experience.

V. (Optional) IR 490 (Internship in International Relations).

Overseas Experience

Students in the program are encouraged to take advantage of the University's semester-abroad and year-abroad options, or of other academic exchanges. Such plans should be discussed with the student's academic advisor in the program as early as possible, to facilitate completion of the program within a reasonable time.

Honors

Outstanding students are encouraged to discuss the possibility of qualifying for honors by carrying out a special program of study and research under the supervision of a faculty advisor.

Courses Relevant to the Program

The following is a representative, not an exhaustive listing of courses currently accepted for credit within the program. For a complete and up-to-date list of courses accepted for credit within the program, students should obtain information from the program office.

A. Area And Sociocultural Studies

Anthropology
254 Culture and Personality
270-274 Culture Areas of the World
351 Evolution of Culture
359 Economic Systems of Non-Industrialized Societies
363 Cultural Ecology
451 Developmental Anthropology

Geography
251 Geography of Latin America
253 Geography of the Middle East and North Africa
280 Economic Geography
298 Pacific Rim Geography
352 Political Geography

Hispanic Studies
Span 454 Argentina
Port 375 Brazilian Civilization
LatAm 101 Culture and Society in Contemporary Latin America
LatAm 303 Reform and Revolution in Latin America

History
L160-161 East Asian Civilizations
L361 Modern China
L363 Modern Japan
316 Europe in the Twentieth Century

Political Science
201 Comparative Politics of Industrialized Societies
202 Comparative Politics of Third World Nations
361 Government and Politics of Eastern Europe
363 Government and Politics of Russia
371 Latin American Politics
387 Government and Politics of China

Sociology
220 Survey of East Asian Societies
272 Social Change in the Third World
355 Women in Third World Development

B. International Political Economy

Economics
335 International Economics
336 Economic Development
337 African Economy
338 Latin American Economy
372 Comparative Economic Systems
435 The Multinational Corporation

Management
430 International Marketing
434 International Management
435 International Perspectives on Business

Political Science
357 Food Policy
375 Third World Development
410 Politics of International Economic Relations
377 Special Topics (consult program list for semester up-dates)

C. Transnational Relations

East Asian
388 History of East Asian-American Relations

History
349 America and Russia
387 American Foreign Policy

Political Science
336 Media and World Affairs
410-411 International Organizations
415 Law and International Relations
424 American Foreign Policy
377 Special Topics (consult program list for semester up-dates)

Sociology
373 Population and Ecology

Courses

IR L 355 (PolSci L 355)
The European Union
This course focuses on the political, economic and social trends affecting national and intra-regional developments within various countries, as well as on the institutions and processes of the European Union as an emerging supranational entity. Also covered: The European Union's external relations, with particular attention to US-European issues.
3 Lect Hrs, 3 Credits
Mr Vannicelli and Staff

IR 480
The Political Economy of International Trade
This course provides an intensive study of the political-economic factors which shape and are shaped by the global economy in distinct regions.
3 Lect Hrs, 3 Credits
Mr Vannicelli and Staff

IR 490
Internship in International Relations
With permission of the program director, a limited number of qualified students may be placed in select agencies dealing with international affairs. Requirements include a written prospectus of the project, periodic conferences with a faculty supervisor, and a final written report integrating pertinent scholarly material with the practical experience obtained through the internship.
Hrs by Arrangement, 3-15 Credits

IR 499
Seminar in International Relations
Students carry out a focused project aimed at integrating the knowledge gained from courses taken in the program. Projects may take the form of traditional research papers as well as more work-related research dealing with significant international topics. The seminar format provides a framework for the sharing of experiences and the critical discussion of both papers and a common core of readings.
Hrs by Arrangement, 3 Credits
Mr Langley, Mr Vannicelli, Mr Watanabe

Irish Studies Program

Director

Associate Professor Thomas B O'Grady

The Program

The Irish Studies Program is an interdisciplinary program designed to provide students with the opportunity to study Irish and Irish-American culture, primarily through literature and history. Course offerings in a number of CAS departments and programs cover major aspects of Irish culture from ancient times to the present.

Courses in ancient Ireland and early Celtic literature in translation provide students with a basis for understanding the subsequent character of Irish culture. A study of Irish history from the seventeenth century to the present links old Ireland and new. Courses on the Irish Literary Renaissance provide an understanding of a period of great achievement in world literature particularly through the study of Ireland's most noted writers, James Joyce and William Butler Yeats. Study of the development of Ireland in the twentieth century focuses on the social and political upheaval surrounding the uprising of 1916, partition, civil war, and the general emergence of an independent Irish Republic. Study of recent Irish writing examines continuing literary achievement in Ireland, particularly in modern Ulster.

Requirements and Recommendations

Six courses are required for completion of the Irish Studies Program. Students are strongly urged to plan their course of study in consultation with the director of the program to ensure a broad exposure to the field of Irish Studies.

Courses may be chosen from the following list:

*Core C110 (Cultural History)
Engl L377 (AmSt L377) (Irish-American Literature and Culture)
Engl 391 (Joyce)
Engl 392 (Yeats)
Engl 414 (Early Celtic Literature in Translation)
Engl 415 (Irish Literature)
Engl 419 (Recent Irish Writing)
Engl 425 (Irish Short Story)
Engl 427 (Modern Irish Novel)
*Engl 478, 479 (Independent Study I and II)
*Hist C230 (Nationalism in the Modern World)
*Hist 322 (Britain and the Empire Since 1850)
Hist 339 (Irish History, 1688 to Present)
*Hist 395 (History of Boston)
*AmSt 405 (The Immigrant Experience: Aliens and Anglo-Saxons in American Society, 1830-1930)

*May count toward the concentration when a substantial portion of the student's work in the course is on an Irish topic and when the course is approved by the program director.

Transfer Credit Policy

Credit for courses taken elsewhere may be negotiated with the program director.

Courses

IrSt 301
Contemporary Northern Ireland
This interdisciplinary course studies the conflict in Northern Ireland, together with its background and origins. Students read and discuss the history, sociology, politics, and literature of the two Ulster communities in order to understand their different hopes. fears. values, and personalities. Various proposed solutions to the "problem" of Northern Ireland are considered in the light of this understanding.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr O'Malley

IrSt 302
Issues in Northern Ireland
Students embark on courses of independent study (each student in a different area) to enhance their understanding of a particular aspect of the Northern Ireland problem, and the relationship of each to the whole. These areas include policing/security, discrimination in employment, segregation of education, pervasive political alienation, an examination of current proposals to break the stalemate, the question of consent, aspirations and identity, relationships between economic conditions and violence, and the hunger strikes.
Prerequisite: IrSt 301 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr O'Malley

Latin American Studies Program

Director
Professor Efrain Barradas

The Program

Latin American Studies is an interdisciplinary program, housed in the Department of Hispanic Studies and designed for students interested in social sciences, Spanish and Portuguese literature, or management. Students may take Latin American Studies as a program which appears on their transcripts as such; or they may major in it—alone, or as part of a double major—through the individual majors program. Latin American Studies offers a general and comprehensive consideration of the literary, economic, historical, anthropological, artistic and political currents in Latin America; and an overview of the living conditions of the 24 million Hispanics currently living in the United States.

The program's course of study prepares students for jobs in government and in both private and public agencies, as well as providing a solid foundation for graduate study. Many students enroll in the Latin American Studies Program to gain richer and fuller understanding of their own life experiences or of those of the people around them.

Upper level Latin American Studies courses include LatAm 301 (Hispanics in Urban America), taught each year by a leader of the Boston Hispanic community. Experts from private, municipal, and state agencies come as guest speakers to acquaint students with the many and complex facets of urban situations faced by Hispanics, and with career opportunities in the Boston area.

The program also offers mini-courses on such topics as "The Mayan World;" "Multinational Corporations;" "Social Aspects of Caribbean Literature;" "Comparative Caribbean Economics;" "Venezuelan, Peruvian and Chilean Political Change;" and "Central American Revolutions."

The Latin American Studies Program provides students with the opportunity to immerse themselves in the mores and culture of Latin American and Caribbean people by sponsoring numerous lectures and cultural events. These offerings help introduce students to one another and give them group experiences with others interested in the same field of study. Many students receive credit for studies done in Latin America, including the University's program for field study of political economy in Cuernavaca, Mexico.

Latin American Studies Program

Requirements:

I. For Admission to the Program:

A. Sophomore standing; completion of at least one course in any of the following disciplines: social sciences, Portuguese, Spanish, or management.

B. Completion of one of the following courses:

LatAm C103 (Foundations of Latin American Studies)
LatAm 100 (Native Peoples of South America)

C. Knowledge of the Spanish or Portuguese language, or a firm commitment to acquire such knowledge.

II. For Completion of the Program:

A. Four elective courses, of which at least three must be chosen from the list below:*

Anth C273 (Peoples and Cultures of Mesoamerica)
Anth 274 (Peoples and Cultures of the Caribbean)
Econ 338 (Latin American Economy)
Hist 355 (Colonial Latin America)
Hist 356 (Latin America Since Independence)
LatAm 250 (The United States and Intervention in Central America)
LatAm 205 (Analyzing Latin American Culture and Society Through Film)
LatAm 290 (Central America: Society and Culture)
LatAm 301 (Hispanics in Urban America)
LatAm 302 (Puerto Rico: Economic, Political, and Social Issues)
LatAm 478 (Independent Study)
PolSci 371 (Latin American Government)
PolSci 372 (Central American Politics)
Port 375 (Brazilian Civilization)
Port 480 (Studies in Luso-Brazilian Literature)
Sociol 325 (Religion and Social Change in Latin America)
Span 261 (Modern Latin American Literature in Translation)
Span 265 (Latin America: Literature and Revolutions)
Span 352 (Survey of Spanish-American Literature)
Span 361 (Spanish-American Civilization)
Span 362 (Spanish-American Short Story)
Span 364 (Spanish-American Essay)
Span 367 (Literature of the Hispanic People in the US)
Span 368 (Nineteenth Century Spanish-American Literature)
Span 461 (Spanish-American Colonial Literature)
Span 462 (Contemporary Spanish-American Poetry)
Span 467 (Contemporary Spanish-American Fiction)
Span 468 (The Caribbean)

*Students may substitute, for a course on this list, any course offered from time to time which focuses primarily on Latin America.

Students may choose one, but only one, of their four electives, from the list below; these courses focus on Latin America and/or the Third World:*

Anth 251 (Peasant Society)
Anth 371 (Afro-American Ethnology)
Anth 451 (Developmental Anthropology)
BlkSty 310 (Modern Caribbean Society)
Econ 335 (International Economics)
Econ 336 (Economic Development)
Phil 337 (Third World Political Philosophy)
PolSci 202 (Comparative Politics of the Third World)
PolSci 349 (Cities and World Development)
PolSci 351 (The Politics of National Development)
PolSci 357 (Food: Politics and Policy)
PolSci 410 (The Politics of International Economic Relations)
Sociol C272 (Social Change in the Third World)
Sociol 474 (Ideology and Social Control in Southern Africa and Central America)

*Students may substitute, for a course on this list, any course offered from time to time which focuses on the Third World.

B. The Latin American Studies Pro-Seminar (LatAm 480). Students who can demonstrate scheduling difficulties may ask the program director for permission to substitute an approved internship or independent study instead of the Pro-Seminar.

Latin American Studies Courses

LatAm C103
Foundations of Latin American Studies
An introduction to basic concepts and literature in Latin American Studies, emphasizing development of the student's capacities in critical thinking and analysis, and in writing. Topics include the process of socio-historical development and the impact of modernization on Latin America. It also focuses on the development and the dynamics of Hispanic communities in the United States.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LatAm 100
Native Peoples of South America
An introductory survey of the native cultures of South America. Emphasis is placed on a comparison of selected cultures through the analysis of native history, levels of social and political integration, contact with European cultures, and contemporary status.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LatAm 101
Culture and Society in Contemporary Latin America
An introduction to contemporary Latin American society and culture including a description and analysis of major social, political, and religious institutions, as they are manifested on local, regional, and national levels. Analysis of institutions on the local and regional levels will include family structure and kinship, open and closed communities, the organization of landed estates and the peasantry, and the impact of class and caste. On the national level, there will be a discussion of the changing role of the Catholic church, the impact of urbanization and of the disparity between city and countryside, the structure of political power, and the military and popular political movements.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

LatAm 105
Pre-Conquest States in the New World
A comparative study of Aztec, Inca and Mayan States emphasizing their origins and development.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Linguistics Program

Latin American Studies Program

LatAm 205
Analyzing Latin American Culture and Society Through Film
This course uses commercially produced films by US and Latin American directors to explore a variety of experiences and environments in Latin American countries today. Topics include colonialism; the destruction of native South Americans and their environments, both rural and urban; political terror and military dictatorships; US-Mexican border problems; emigration to the US; and revolution.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LatAm 250
The United States and Intervention in Central America
The course deals historically with the development of United States policy toward Central America and focuses on the causes—political, economic, strategic, and others—of the numerous military interventions in the region. The paradigm for study is the case of Nicaragua, yet significant attention is paid to El Salvador and Guatemala.
Prerequisite: Permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

LatAm 290
Central America: Society and Culture
This course considers contemporary economic, social, political, and ideological forces in Central America, excluding Guatemala. Topics include history, native peoples, demography, the social basis of wealth and power, the role of the church, revolution and regionalization.
Prerequisite: LatAm 101 or permission of instructor.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits

LatAm 301
Hispanics in Urban America
An examination of the Puerto Rican, Mexican, Cuban and Dominican migrations to the North American mainland. A preliminary overview of the historical and cultural backgrounds of these migrations will be followed by a more focused analysis of organizational, occupational, educational, medical and housing patterns within the Spanish-speaking population of Boston. Students should have previous course experience in any of the social sciences or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs, 3 Credits

LatAm 302
Puerto Rico: Economic, Political and Social Issues
A survey of the major economic, political and social issues that have faced Puerto Rico from Spanish colonial times to the present. The course traces how Puerto Rico's position has continued to be strategically important from Spanish rule to present-day U.S. control. It covers what both Spanish and United States hegemony have meant to the island, taking into account the possible solutions to the Puerto Rican dilemma: statehood, becoming a commonwealth, or independence. Students should have some previous course experience in any of the social sciences, or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs, 3 Credits

LatAm 303
The History of Reform and Revolution in Latin America
A survey of the major twentieth century political movements in Latin America which have attempted to restructure the social and economic systems and establish a new political order. The four broad types of movements and regimes examined will include the populist movements, modernization of peasant-based revolutions, democratic reform movements and the military-led bureaucratic-authoritarian regimes of the 1960's and 1970's. The origins and outcomes of the various movements will be analyzed utilizing three basic conceptual approaches: 1) Ibero-Latin political culture, 2) economic dependency and its political impact, and 3) leadership strategies, choices and
policy options.
3 Lect Hrs, 3 Credits

LatAm 400
Mini-Courses
Short courses in Latin American Studies on specialized problems of historical and contemporary interest.
Hrs by arrangement, 1-2 Credits

LatAm 478, 479
Independent Study
Hrs by arrangement, 3 Credits

LatAm 480
Seminar in Latin American Studies
Required course for all students in the program. Will deal with a selected topic applicable to all of Latin America and the Caribbean. Students write a research paper.
3 Lect Hrs, 3 Credits

LatAm 485
Special Topics
Selected topics in Latin American studies, taught by staff or visiting lecturers.
Prerequisite: LatAm 101 or equivalent or permission of instructor.
3 Lect Hrs, 3 Credits

Director

Associate Professor Nancy Smith-Hefner

The Program

Linguistics explores the structure of language and its role in human affairs. Language can be approached in a variety of ways: as something children learn without instruction, as the product of cultures and social groups, as the medium of literature. Because of the way linguists approach the study of grammar today, that is, as a model of a speaker's actual knowledge of his/her language, linguistics is part of the study of human psychology in a broad sense. The techniques of linguistic analysis provide a variable tool for approaching literature, as well as anthropology, prelegal and premedical studies, foreign languages, and philosophy. Thus linguistics is related to the sciences and to the humanities.

Requirements

Students in the linguistics program must complete seven courses (twenty-one credit hours):

An introductory course: Ling 201 (Introduction to Linguistics) or Ling 203 (Language Across Time) or Anth 281 (Structure of Human Language) or Anth 285 (Language and Culture).

A course on speech sounds: Ling 230 (Speech Sounds and Theory) or BES 664 (Phonetics and Phonemics)

A course on grammar: Ling 210 (Transformational Syntax).

The linguistics junior- or senior-year seminar: Ling 300 (Linguistic Topics) or Ling 478 (Independent Study).

A sequence of three advanced courses: Students select three advanced courses in areas of special interest, for example, Anth 385 (The Ethnography of Speaking), Engl 341 (Language and Literature), Engl 344 (Introduction to Stylistics), Ling 260 (Bilingualism), Ling 351 (Comparative History of Romance Languages), Ling 450 (Comparative Linguistics), Phil 360 (Bertrand Russell), Phil 440 (Logic and Language), Psych 346 (Language Development), Psych 356 (Psychology of Language and Thought), Span 304 (Language Arts), or an advanced course in the grammar or history of a language, or an advanced course in computer language, or a tutorial or independent study in linguistics. Linguistics courses offered by the Bilingual/ESL MA program also satisfy Linguistics Program requirements.

Foreign Language: Linguistics students are required to achieve intermediate standing in a second language or in sign language, or in an artificial language (logic, computer languages).

Department of Mathematics and Computer Science

Linguistics Program

Many of the courses satisfying Linguistics Program requirements are given by other departments. They deal with a variety of linguistic interests: ethnolinguistics, physiology of language, acoustic phonetics, Creole language, composition theory, language history, literary stylistics, sociolinguistics, semiotics, philosophy of language, language development and disorder, and comparative linguistics.

Transfer Credit Policy

The linguistics faculty is glad to recommend that transfer students receive credit for university-level courses in linguistics taken at other institutions. It considers each request for transfer credit on its own merits. For further information, please consult the program director.

Courses

Ling 151
Elementary American Sign Language I
This course provides an introduction to American Sign Language with an emphasis on receptive skills, vocabulary, and grammar; it also introduces the linguistics of ASL. In addition, through readings, guest speakers, and videotapes, the course seeks to help students develop their awareness of issues important to the Deaf community.
3 Lect Hrs, 1 Lab Hr, 3 Credits

Ling 152
Elementary American Sign Language II
A continuation of Ling 151 with emphasis on receptive and expressive skills.
Note: Ling 152 may be used as a distribution course only after successful completion of Ling 153.
Prerequisite: Ling 151 or permission of the instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Ling 153
Elementary American Sign Language III
This course provides an intensive review of introductory ASL, followed by further study of grammar and language skills, correlated with advanced elementary level reading related to Deaf culture.
Prerequisites: Ling 152, or permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Ling 201
Introduction to Linguistics
An introduction to the modern study of language viewed as a crucial factor in understanding the human mind. The course provides the scientific tools needed to describe language. Recommended for all language-related specialties as well as for general education.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling 203
Language Across Time
How language and language-change have been viewed across time; processes and patterns of linguistic change, linguistic reconstruction in the Indo-European family; the birth of modern linguistic theory.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling 230
Speech Sounds and Theory
The way linguists analyze speech sounds: articulatory and acoustic phonetics, phonemes and phonological theory, and research methods applied to the sound systems of languages.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling Z284
Special Topics in American Sign Language
Intensive study of a particular aspect of American Sign Language and its culture, taught in ASL.
Prerequisite: Ling 153 or permission of instructor.
3 Lect Hrs, 3 Credits

Ling 310
Transformational Syntax
This course trains the student in using the principles and methods developed since 1957 by Chomsky and his followers. (Course offered in the fall only.)
Prerequisite: Ling 201 or 203 or Anth 281 or 285.
3 Lect Hrs, 3 Credits

Ling 351
Comparative History of Romance Languages
A comparative study of the evolution of the Romance languages from Latin, with analysis of the most representative texts from each period and language. Particular emphasis is placed upon French, Italian, and Spanish. (No knowledge of these languages is required.)
3 Lect Hrs, 3 Credits

Ling 478
Independent Study
A course stressing research topics in linguistics under the direction of an individual faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-3 Credits

Ling 479
Independent Study
See Ling 478.

Faculty

Ethan Bolker, Professor and Chair; Professors James Byrnes, Patricia Davidson, Richard H Eckhouse, Jr, Peter Fejer, Hans Herda, Herbert Kamowitz, Joan Lukas, Robert Morris, Patrick O'Neil, Stephen Parrott, Geza Schay, Robert Seeley, Dan Simovici, Richard Tenney; Associate Professors William Campbell, Daniel Comenetz, , Colin Godfrey, Michael Greeley, Linda Kime, George Lukas, John Lutts, Some Mukherjee, Kenneth Newman, Elizabeth O'Neil, Richard Truesdell, Dennis Wortman; Assistant Professor Dina Goldin; Part-time Instructor Joseph Russell; Part-time Lecturer Wen Yuan Kong.

The Department

The Department of Mathematics and Computer Science offers programs leading to a BA or BS in mathematics or computer science. Both degree and non-degree students may earn a major certificate (equivalent to a major in computer science) or a minor certificate (oriented to applications) in computer science. At the graduate level, the department offers the master's degree and the PhD in computer science.

The department also offers introductory courses to prepare undergraduate students for programs in premedical studies, management, the social sciences, and the natural sciences.

Requirements and Recommendations

Preparatory Work

Any student who intends to take a mathematics course at or below the level of Math 140 (Calculus I) or a Computer Science course at or below CS 110 (An Introduction to Computer Programming) must furnish proof to the department that he or she is prepared for that course. This proof must be either:

A. a suitable score on the math placement exam or

B. evidence indicating that he or she has successfully completed the prerequisites for the course. Only courses taken at UMass Boston can be considered.

Note in particular that successful completion of Math 110 does not qualify one to take either Math 130 or CS 110. To enter either of these courses or Math 129 one must have a suitable placement test score. (The placement test for CS 110 is waived for students who have completed Math 140, Calculus I at UMass Boston or its equivalent elsewhere.)

Department of Mathematics and Computer Science

Majors

At present, the Department of Mathematics and Computer Science offers two different major programs: one in mathematics and one in computer science. The requirements of these majors are listed below.

I. To earn a BA degree in mathematics a student must take:

   A. Math 140, 141, 240, 260, 310, 345, 360 and 450

   B. CS 110 and 210

   C. Four mathematics courses at or above the 300 level. With the permission of the department one of these four may be replaced by a course in a cognate discipline.

      Prospective high school mathematics teachers are advised to include among their electives Math 370, 458, and 460; since these are useful for certification training.

      Courses in cognate disciplines currently include: CS 260, CS 420, Physics 616 and EnvSci 611.

To earn a BA degree in computer science a student must take:

   A. Math 140, 141, and 260

   B. CS 110, CS 210, CS 240, CS 241, CS 260, CS 310, CS 320

   C. CS 420, one theoretical elective, and two applied electives, chosen from lists maintained and periodically revised by the department. (One of the applied electives must be at the 400 level).

Students pursuing a major in the Department of Mathematics and Computer Science must take a minimum of four upper division courses in their major at UMass Boston rather than at another institution. Each is strongly advised to seek advice pertinent to his or her situation from an advisor in the department. Majors who wish to take courses in Management Science and Information Systems (in the College of Management) should consult the department before enrolling.

The Bachelor of Science Degree

To earn a BS degree in either of the two areas a student must demonstrate a broad knowledge of the sciences in addition to the major requirements above by taking six courses in the sciences outside the Department. Those courses must be appropriate for majors in those departments offering the courses, and must include Physics 113 and 114. One laboratory course is required. Within the Department of Mathematics and Computer Science, CS 440 counts as a laboratory course.

Certificates in Computer Science

To earn a major certificate in computer science a student must fulfill all the requirements for the BA degree in computer science listed above. To earn a minor certificate a student must take CS 110, CS 210, CS 240, CS 310, Math 140; either CS 260 or a computer science elective; and one applications course approved by the department. Students interested in these programs should consult the computer science information brochure available in the department (see also the description in this publication under "Computer Science Programs").

Juan Carlos Merlo Prize

This prize is awarded annually to a graduating mathematics or computer science student for outstanding achievement. The prize honors the memory of Professor Juan Carlos Merlo, a distinguished teacher and scholar who died in 1974 while in the service of the University of Massachusetts Boston.

Taffee Tanimoto Award for Service

This prize is awarded annually to a graduating senior who has particularly distinguished himself or herself by being of service to classmates and the Department. The prize honors Professor Taffee Tanimoto, who founded the Department of Mathematics and Computer Science at UMass Boston in 1965 and was its chair for 11 years.

Transfer Credit Policy

Students receiving transfer credit for mathematics courses taken at other institutions who wish to take more mathematics at UMass Boston at a level below Math 141 may find that their placement test scores indicate that they must repeat courses for which they already have credit. If they do, they will forfeit the transfer credit. An alternative which entails no loss of credit is to audit the UMass Boston course as preparation for retaking the placement exam.

Transfer credit for AP calculus or more advanced work, or through CLEP is handled by the Admissions Office in cooperation with the department.

Preparation in Fundamental Skills

The CAS Office of Academic Support Programs offers the two-credit courses AS 033 and AS 034 to prepare students for Math 110 and to provide instruction in elementary mathematics. For details, consult the "Academic Skills" section of this publication.

Courses

Math 110
Basic Algebra
For students with a weak math background who want to develop skills for further work in mathematics or science courses. Covers basic high school mathematics. Topics include: multiplying and factoring polynomials, linear equations and straight lines, fractional exponents and radicals, ratios of polynomials, quadratics, parabolas, systems of simultaneous linear equations, and word problems. Generally limited to students with less than 3 years of high school math preparation.
Note: No student receives graduation credits for Math 110 if it is taken after successful completion of any higher-level math course. Starting with the spring 1998 semester, students completing Math 110 will earn semester credits but not graduation credit.
Prerequisite: A suitable score on the mathematics diagnostic test only.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 124
Applied Algebra
Linear functions, quadratic functions, and exponential and logarithmic functions. The emphasis in this course is on graphing, applications and mathematical modeling.
Note: This course and Math 129 or 130 may not both be taken for credit without the explicit permission of the department. (Students may take Math 129 or 130 after 124 only with departmental permission, and then only for two credits. No student may take this course for credit after successful completion of Math 129, or Math 130, or a higher math course.) Students who wish eventually to take Math 140 are advised not to take this course. Should such a student's placement test score place him or her in this course, he or she should consult the department before registering. While open to all students not excluded by the above, the course is especially designed to be of service to those who major in biology or the more quantitatively-oriented social sciences.
Prerequisite: A suitable score on the mathematics diagnostic test or, if necessary, Math 110.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

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Math 125
Introductory Statistics
Topics include introductory statistics, covering descriptive statistics; introductory probability sufficient to enable development of inferential statistics; and inferential statistics.
Note: No student receives graduation credits for Math 125 if it is taken after successful completion of Math 345.
Not open to mathematics or science majors, except in nursing and geography.
Prerequisite: A suitable score on the mathematics diagnostic test or Math 110.
Distribution Area: Mathematics and Computer Languages. 3 Lect Hrs, 3 Credits

Math 129
Pre-Calculus for Management and Social Science Students
This course teaches the algebraic and conceptual skills students need to master before they are ready for Math 134 or Math 135. It first reviews basic algebraic skills. The major part of the course then involves the application of linear, quadratic, and exponential models to problems in management and economics.
Note: Students intending to take Calculus I and II (Math 140 and 141) should take Math 130 instead of Math 129. Students who have successfully completed Math 129 may not subsequently take Math 124 for credit. Students may take Math 130 after Math 129 but only with the explicit permission of the department, and then only for two credits. Students who have taken Math 124 may take this course only with departmental permission, and then only for two credits.
Prerequisite: A suitable score on the mathematics diagnostic test only. Successful completion of Math 110 is not enough.
Distribution Area: Mathematics and Computer Languages. 3 Lect Hrs, 3 Credits

Math 130
Precalculus
Preparation for first year calculus. Covers symmetry, graphs, functions, lines, parabolas and max-min problems, exponential and logarithm functions, exponential growth, semilog graphing, and the trigonometric functions and their inverses. Qualified students may enter Math 140 without taking this course.
Note: No student receives graduation credits for Math 130 if it is taken after successful completion of any higher math course. Students who have successfully completed Math 130 may not subsequently take Math 124 or Math 129 for credit. Students may take Math 130 after Math 124 or Math 129 only with explicit permission of the department, and then only for two credits.
Prerequisite: A suitable score on the mathematics diagnostic test only. Successful completion of Math 110 is not enough.
Distribution Area: Mathematics and Computer Languages. 3 Lect Hrs, 3 Credits

Math 134
Managerial Algebra and Calculus
This course is designed to provide students with mathematical literacy through mastery of basic algebra and basic calculus. Topics include functions, graphs, absolute value, linear equations and inequalities, systems of linear equations and inequalities, polynomials, exponential and logarithmic functions, limits, continuity, derivatives, summation of series, and integration. Applications will be made to managerial situations throughout the course.
Note: This course is primarily for CM students. Students may not receive graduate credit for both Math 134 and Math 135. Students may take Math 140 after Math 134 but only with explicit permission of the department, and then only for two credits.
Prerequisites: A suitable score on the mathematics diagnostic test or completion of Math 129.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 135
Survey of Calculus
Calculus developed intuitively and applied to problems in biology, economics, psychology, and geometry. A course for non-physical science and non-math majors. Suitable for some pre-medical programs.
Note: No student receives graduation credit for Math 135 if it is taken after successful completion of Math 134 or 140 or a higher math course. Students may take Math 140 after 135 only with explicit permission of the Math Department, and then only for two credits. (Course offered in the spring only.)
Prerequisite: Math 129 or 130, or a suitable score on the mathematics diagnostic test
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 140
Calculus I
The first in the sequence of calculus courses for science and math majors. Starts with the basic concepts of functions and limits. Topics covered include: derivatives and their applications, definite and indefinite integrals with applications to geometric and physical problems, and discussion of algebraic and transcendental functions.
Note: A student who has received credit for either Math 134 or Math 135 may not take Math 140 for credit without the explicit permission of the department and then only for two credits.
Prerequisite: A suitable score on the mathematics diagnostic test or Math 130.
Distribution Area: Mathematics and Computer Languages.
4 Lect Hrs, 4 Credits

Math 141
Calculus II
Continuation of Math 140. Topics include transcendental functions, techniques of integration, applications of the integral, improper integrals, L'Hospital's rule, sequences, and series. Please note: Because Math 141 is the second part of the integrated calculus sequence, it should be taken as soon as possible after Math 140.
Prerequisite: Math 140 or equivalent.
Distribution Area: Mathematics and Computer Languages.
4 Lect Hrs, 4 Credits

Math 240
Calculus III
Calculus of functions of several variables. Topics include: partial derivatives, transformations, the derivative as a matrix, chain rule, directional derivatives, gradients, second derivatives; and multiple integrals, substitution rule, and Jacobians. Please note: Because Math 240 is the final part of a three-semester calculus sequence, it should be taken as soon as possible after Math 141.
Prerequisite: Math 141 is required; Phys 114 is recommended.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 260
Linear Algebra I
Elementary theory of vector spaces. Topics include linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.
Prerequisite: Math 141.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 261
Linear Algebra II
Topics include the problem of similarity, Jordan canonical form, Euclidean and Hermitian spaces, orthogonality, normal operators, spectral theorem; and multilinear algebra, quadratic forms. (This course is offered as demand requires.)
Prerequisite: Math 260.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 310
Applied Ordinary Differential Equations
Comprehensive study of ordinary differential equations. Series solutions to differential equations, Bessel functions, characteristic functions, Laplace transforms, and Fourier series.
Prerequisites: Math 240 and either Math 260 or Phys 114 (lab optional).
3 Lect Hrs, 3 Credits

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Math 345
Probability
The mathematical study of the laws of random phenomena, including discrete and continuous random variables, expectation and variance, and common probability distributions such as the binomial, Poisson, and normal. Basic principles of combinatorics are introduced to solve problems in discrete probability spaces.
Prerequisite: Math 141 or permission of instructor.
3 Lect Hrs, 3 Credits

Math 346
Mathematical Statistics with Applications
This is a statistics course for students with a firm mastery of calculus, emphasizing the mathematical and conceptual bases of statistics, with a view to understanding the proper application of standard methods. The course includes thorough treatments of the Central Limit Theorem, the theory of estimation, hypothesis testing, and regression. (This course is normally offered once in two years.)
Prerequisites: Math 140, 141 and 345.
3 Lect Hrs, 3 Credits

Math 350
Applied Partial Differential Equations
Study of heat flow and other physical problems and the partial differential equation problems that arise from them, using the mathematical techniques of separation of variables, fundamental solutions, superposition, and characteristics. Use of Dirac delta function; asymptotics. Classification of partial differential equations. (This course is normally offered every third semester, in rotation with Math 354 and Math 358.)
Prerequisites: Math 240, Math 260, and Math 310.
Corequisite: Phys 113 (lab optional).
3 Lect Hrs, 3 Credits

Math 354
Vector Calculus
Differential and integral calculus of vector fields. Topics include line integrals, surface-area integrals, and smoothness; oriented curves and surfaces; circulation and flux of fields; Stokes' theorem; conservative, solenoidal fields; scalar, vector potentials; independence of path, surfaces, Maxwell's equations; and differential forms, exterior derivatives. (This course is normally offered every third semester, in rotation with Math 350 and Math 358.)
Prerequisite: Math 240 and Math 260.
3 Lect Hrs, 3 Credits

Math 358
An Introduction to Complex Analysis
Complex numbers; complex functions; power series; trigonometric functions; Moebius transformations; differentiation and integration of analytic functions; Cauchy's theorem; residues; singularities; meromorphic functions. (This course is normally offered every third semester, in rotation with Math 350 and Math 354.)
Prerequisite: Math 310 or Math 354.
3 Lect Hrs, 3 Credits

Math 360
Abstract Algebra I
Review of set theory. Overview of algebraic structures. Elementary theory of groups, rings, and modules. (Course offered in the fall only.)
Prerequisite: Math 260.
3 Lect Hrs, 3 Credits

Math 370
History of Mathematics
This course traces the development of mathematics from ancient times up to and including the 17th century developments in the calculus. Emphasis is on the development of mathematical ideas and methods of problem solving. (This course is offered as demand requires.)
Prerequisite: Junior standing in mathematics.
3 Lect Hrs, 3 Credits

Math 425
Numerical Analysis
Approximations of roots. Finite differences. Interpolation. Numerical solutions of differential and algebraic equations. (This course is offered as demand requires.)
Prerequisites: CS 260, and either Math 310 or 354, or permission of the instructor.
3 Lect Hrs, 3 Credits

Math 450
An Introduction to Real Analysis
A rigorous treatment of the calculus of functions of one real variable. Emphasis is on proofs. Includes discussion of topology of real line, limits, continuity, differentiation, integration and series. (This course is offered as demand requires.)
Prerequisite: Math 310 or Math 354.
3 Lect Hrs, 3 Credits

Math 458
Theory of Numbers
Prime numbers; congruences and residues; approximation of real numbers by rationals; diophantine equations. (Course offered in the spring only.)
Prerequisite: Math 260 or CS 320 or equivalent
3 Lect Hrs, 3 Credits

Math 460
Survey of Geometry
Topics taken from classical Euclidean geometry and the non Euclidean geometries; projective geometry; lattices; finite geometries. (This course is normally offered at least once every three semesters.)
Prerequisite Math 260.
3 Lect Hrs, 3 Credits

Math 470
Mathematical Logic
Syntax and semantics of propositional and first order predicate logic. Axiomatic theories and completeness. Brief discussion of incompleteness results.
Prerequisite: Math 260 or CS 320. or equivalent.
3 Lect Hrs, 3 Credits

Math 478
Independent Study
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chair.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Math 479
Independent Study
See Math 478.

Math 480
Special Topics
An advanced course offering intensive study of selected topics in mathematics. A course offered as Math 480 is an advanced undergraduate mathematics course being given for the first time and covering topics not available in current courses. Such a course is offered either to fulfill a one-time need or to try out material with the intention of developing a new course. Course content varies each semester and will be announced prior to registration.
Prerequisite: Permission of department.
3 Lect Hrs, 3 Credits

Math 697a
Special Topics in Mathematics
An advanced course offering intensive study of selected topics in mathematics. Course content will vary according to the topic and will be announced prior to registration.
3-6 Lect Hrs, 3-6 Credits

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Computer Science Courses

CS 105
An Introduction to Computer Concepts
This course presents an overview of the role of computers in society—their application and misapplication, their capabilities and limitations. Applications may include artificial intelligence, medical, aerospace and business use of computers. Computer hardware and associated technologies will be discussed. Computer programming will be taught from a non-mathematical, problem-solving point of view; the course objective is to help students acquire an understanding of the programming process, rather than to develop complex or extended computer programs. This survey course is not part of the computer science major sequence. Students planning to major in computer science should start with CS 110.
Note: No student will receive graduation credits for CS 105 if it is taken after successful completion of CS 110 or a higher level computer course.
Prerequisite: A suitable score on the mathematics diagnostic test
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 110
An Introduction to Computing
An introduction to computer programming—the concepts involved in use of a higher level language and the program development process. The goal of this course is proficiency in the design and implementation of programs of significant size and complexity. This course is quite demanding because of the length of the programming exercises assigned. This is the first course in the computer science sequence. CS 110 is taught using the programming language Java. Note: Credit toward a UMass Boston degree may be awarded for only one elementary programming course. No credit will be given for CS 110 to a student who has already completed a similar course. For instance, a student who has received the equivalent of CS 110 as transfer credit cannot take CS 110 for credit here. Students who are barred from receiving credit for CS 110, but who are not fully prepared for CS 210, should request permission to take CS 119 (below) as a means of remedying this deficiency.
Prerequisite: A suitable score on the mathematics diagnostic test. Students who have passed Math 140 need not take the placement exam.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 4 Credits

CS 119
Computer Language Supplement
This course addresses the dilemma of students who studied the equivalent of CS 110 in a language other than Java, but now need knowledge of Java in order to take CS 210. Such students can, with the permission of the department, register for CS 119 for two credits. They then make arrangements to attend a section of CS 110. They are required to do all the work of regular CS 110 students. However, CS 119 meets no core curriculum requirement and does not count towards any computer science major requirement.
Prerequisite: Permission of the department.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 2 Credits

CS 210
Intermediate Computing with Data Structures
The design and implementation of computer programs in a higher level language, with emphasis on proper design principles, proper utilization of advanced programming concepts, advanced features of programming languages such as pointers, recursion and types of parameter passing. Efficient design, implementation and debugging techniques are stressed. The assignments are designed to introduce the student to a variety of topics in computing: text processing, sorting, compiling and translation techniques. The language of instruction is Java.
Prerequisite: Fluency in Java, established by the successful completion of CS 110 or permission of the instructor.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 4 Credits

CS 240
Programming in C
C programming for students with prior knowledge of some high-level language (e.g., one semester of Pascal, Smalltalk, etc.). The course treats C both as a machine level language and as a general purpose language; it covers number representation, masking, bitwise operations and memory allocation, as well as more general topics such as dynamic data structures, file i/o, separate compilation, program development tools, and debugging.
Prerequisite: CS 110 or permission of instructor.
Corequisite: CS 210 or permission of instructor.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 241
Computer Organization and Architecture
Computer hardware concepts and hardware-level programming for C programmers. Topics include digital logic circuits, computer organization of a microprocessor system (i.e., how CPU, memory, and i/o interface chips are interconnected), serial and parallel port interfacing, hardware programming in C and C/assembler, interrupt programming, device drivers. The necessary assembly language is also covered. The course includes a hands-on lab meeting one hour per week.
Prerequisite: CS 240.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 260
Numerical Computing
An introduction to the classical techniques of numerical analysis: root finding, approximation, interpolation, integration and the solution of systems of equations. A thorough discussion of problems of error and of floating and fixed point computation. Both implementation and analysis of the algorithms used will be stressed. Students will be expected to solve a number of numerical problems using the computer. (Primarily for applications of interest to students in applied math, engineering, physics, chemistry, biology, psychology, and economics.) (Please note: This course will be undergoing major revisions in 1998-99.)
Prerequisites: CS 110, Math 141 and Math 260 or permission of instructor.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 310
Advanced Data Structures and Algorithms
A systematic study of the methods of structuring and manipulating data in computing. Abstract data types. The design and analysis of algorithms. Advanced techniques for program development and organization.
Prerequisites: CS 210, CS 240, and Math 140.
3 Lect Hrs, 3 Credits

CS 320
Applied Discrete Mathematics
An introduction to the mathematical structures and concepts used in computing: sets, mathematical induction, ordered sets, Boolean algebras, predicate calculus, trees, relations and lattice theory, formal theory of languages and automata theory. Formal and informal theories and corresponding mathematical proofs are taught.
Prerequisites: CS 210 and Math 260 or permission of instructor.
3 Lect Hrs, 3 Credits

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CS 330
An Introduction to Database Management Systems
A study of the systematic organization of large volumes of data. The concepts of Data Model, Data Dictionary, and the three main organizational methods: Network (CODASYL), Hierarchical, and Relational. A survey of programming techniques used with database systems.
Prerequisites: CS 310 and CS 320.
3 Lect Hrs, 3 Credits

CS 344
Systems Programming
This course teaches the functionality provided by and the use of a mainframe operating system—generally UNIX, although a different operating system may sometimes be substituted. Topics range from user (system utility) level to system manager (system generation) level.
Prerequisites: CS 240 and CS 310.
3 Lect Hrs, 3 Credits

CS 350
The Structure of Higher Level Languages
The syntax and semantics of higher level languages are treated using formal specifications of syntax and models of semantics. Important issues include mechanisms for parameter passing, scoping, dynamic storage allocation, and systems interfacing. Both compiled and interpreted languages are used as examples.
Prerequisites: CS 240 and CS 310.
Corequisite: CS 320.
3 Lect Hrs, 3 Credits

CS 410
An Introduction to Software Engineering
This course covers all aspects of the software development process from initial specification to final validation of completed software design. Implementation methodologies are discussed in the context of a major team project, to be chosen according to student and instructor interest.
Prerequisites: CS 310 and CS 320 CS 350 is strongly recommended.
3 Lect Hrs, 3 Credits

CS 420
An Introduction to the Theory of Computation
This course introduces such theoretical aspects of computing as models of computation, inherent limits on computation, and feasible computation. Topics include definition of computable functions (recursive functions, functions computable by Turing machines, functions computable in a programming language), unsolvability of the halting problem and related problems, the classes P and NP, finite automata, and context-free grammars.
Prerequisite: CS 320.
3 Lect Hrs, 3 Credits

CS 440
An Introduction to Operating Systems
Description of current operating systems, with focus on one or two in particular. Topics include defining the operating system as distinct from the hardware on one side and software systems on the other; process concepts; memory management; CPU scheduling; device management; file systems; network support.
Prerequisites: CS 241 and CS 310.
3 Lect Hrs, 3 Credits

CS 445
Real-Time Systems
Covers the entire development process of a real-time system, from requirements, specification, and design to implementation and testing, including real-time programming, low-level software issues, and hardware architectures. Emphasizes timing constraints and scheduling principles. Subtopics include the four layers of real-time system development: real-time design methodologies, real-time design programming language constructs, real-time kernels, and real-time hardware architectures.
Prerequisites: CS 241 and CS 310.
3 Lect Hrs, 3 Credits

CS 460
Graphics
Topics include segmentation, windows and viewports, clipping, hidden lines, geometric transforms and data structures for memory management and device independent graphics specifications. The course also considers Raster graphics and such standards as the GKS and ACM Core. It covers both the practice of, and the underlying mathematical foundation for, interactive graphics programming. Students need good programming skills and a mastery of linear algebra at the level required for numerical computing.
Prerequisites: CS 260, Math 260, and CS 310, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 470
An Introduction to Artificial Intelligence
An introduction to the main techniques of Artificial Intelligence: state-space search methods, semantic networks, theorem-proving and production rule systems. Important applications of these techniques are presented. Students are expected to write programs exemplifying some of techniques taught, using the LISP language.
Prerequisites: CS 320 and CS 350/ Math 342, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 478
Independent Study
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chairperson.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

CS 480
Special Topics
An advanced course offering intensive study of selected topics in computer science. Course content varies and will be announced prior to registration.
Prerequisites: Permission of the department.
3 Lect Hrs, 3 Credits

Graduate Courses

CS 610
Advanced Software Engineering I
Introduction to modern program development techniques. Students are exposed to such current advanced design and implementation techniques as object-oriented programming, and develop programs in these styles. Programming projects for the course include design and test plan documentation as well as implementation in modern programming languages such as C or the Common Lisp Object System. Completion of this course with a grade of B or better is required for admission to the remainder of the advanced software engineering sequence (CS 611, CS 612 and CS 613). This course is offered every fall and spring semester.
Prerequisite: At least one advanced programming course beyond CS 310 and permission of instructor.
3 Lect Hrs, 3 Credits

CS 611
Laboratory in Software Engineering I
First half of a two-semester laboratory course in which students, working in small groups, specify, design, implement, and document a large software project.(Course offered in the fall only.)
Prerequisite: Completion of CS 610 with a grade of "B" or better, and either CS 641 or CS 650.
Corequisite: CS 612.
3 Lect Hrs, 3 Credits

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CS 612
Advanced Software Engineering II
This course is concerned with long-term, large-scale programming projects. Topics include software engineering management, problem analysis, problem specification, system design, system documentation, testing, performance evaluation, system maintenance, current and future software environments. Modem design and such implementation methodologies as object-oriented programming, rapid prototyping, and others are discussed. (Course offered in the fall only.)
Prerequisite: A grade of B or better in CS 610, and either CS 641 or CS 650.
Corequisite: CS 611
3 Lect Hrs, 3 Credits

CS 613
Laboratory in Software Engineering II
A Continuation of CS 611. (Course offered in the spring only.)
Prerequisites: CS 611, CS 612.
3 Lect Hrs, 3 Credits

CS 615
User Interface Design
An introduction to user interface design, which encompasses design of the user interface and the functional design of the whole system. Students read and critique papers and articles, evaluate and critique existing user interfaces and design interfaces of their own. Working in small groups, they use either interface prototyping tools or conventional rapid prototyping systems to construct an experimental interface.
Prerequisites: CS 310, CS 330.
3 Lect Hrs, 3 Credits

CS 620
The Theory of Computation
Functions computable by programs. Recursive functions and Turing machines; simulation and diagonalization. Universality and unsolvable problems. Kleene's hierarchy and the recursion theorem. Gregorczyk's hierarchy and Ackermann's function. Abstract complexity. Formal languages and classes of automata. Inherently difficult combinatorial problems.
Prerequisites: CS 310 and CS 320, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 622
The Theory of Formal Languages
This course treats languages from an abstract point of view as defined by formal grammars and by families of abstract machines. It covers the Chomsky/hierarchy and associated automata; and emphasizes context-free languages. Careful mathematical definition and proof is stressed throughout. This course does not involve programming. It is of special interest to students interested in linguistics and in the theory of programming language compilers.
Prerequisites: CS 320 and CS 350, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 624
Analysis of Algorithms
Basic techniques for designing algorithms: divide and conquer, the greedy method, dynamic programming, etc. Applications to searching and sorting algorithms. Complexity of parsing. The fast Fourier transform and its applications (evaluation of polynomials and arithmetical problems). Lower bound theory. NP-hard and NP-complete problems. Probabilistic estimates of algorithms.
Prerequisites: CS 320 or permission of instructor.
3 Lect Hrs, 3 Credits

CS 630
Database Management Systems
Databases and Database Management Systems. The entity/ relationship Model. The relational model. Relational algebra. The query language SQL, the object-relational model and SQL3. Embedded SQL in programs and dynamic SQL. Database administration: creating views and integrity constraints, handling data security. Functional dependencies. Normalization.
Prerequisites: CS 240, CS 310 or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 632
Relational Databases
Material required for the understanding and design of current state-of-the art databases, relational and beyond. Comparison of various relational query systems. Functional and multivalued dependencies, normal forms, tableaux. Object-relational and object-oriented databases.
Prerequisites: CS 320, CS 630 or permission of the instructor.3 Lect Hrs, 3 Credits

CS 634
Architecture of Database Systems
Indexing, and query optimization in database systems. Writing programs to update a database. ACID properties. Concurrency theory: serializability, 2-phase locking, deadlock detection. Transactional Recovery: REDO and UNDO logging, different checkpoint approaches, media recovery. Examples of recovery utility use in INGRES, ORACLE and DB2. Transactional performance: the TPC-A benchmark, analysis of bottlenecks, and cost-performance considerations. Distributed database systems. Two-phase commit. Database Parallelism.
Prerequisites: CS 630 or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 641
Computer Architecture
An examination of the designs for hierarchical memory systems including caches and virtual memory systems, pipeline design techniques, characteristics of RISC/CISC machines, multicomputer systems including multiprocessors and loosely-coupled computer systems, the micro engine and micro programmed machines, vector and array processors, and the cost/performance trade-off in all of the above designs.
Prerequisites: CS 240, CS 310 or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 642
Performance Modeling
A survey of the techniques for the mathematical modeling of complex systems and the analysis of models using both analytic techniques and simulation. Attention is paid to the use of queuing theory models for understanding and predicting computer operating systems performance.
Prerequisites: CS 444 and Math 345 or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 644
Operating Systems
Structure and dynamics of operating system software. Operating systems as event driven software: interrupt processing and asynchronous operation. Memory management, scheduling. Concurrency, consideration, device drivers. UNIX as a major example.
Prerequisites: CS 641, CS 440 or CS 445 or permission of instructor.
3 Lect Hrs, 3 Credits

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CS 646
Computer Communications Networks
Need for computer networks. Architectures of networks. Architectures of systems. ISO reference model. Standardization efforts. Specification of protocols. Example of protocols and networks.
Prerequisites: CS 444 or permission of instructor.
3 Lect Hrs, 3 Credits

CS 650
Compilers I
Compiler organization and construction. Programming projects involve scanning input, analyzing program structure, error checking, code translation and interpreting, code generation and optimization. These projects result in a compiler for a reasonably large subset of ALGOL, Pascal or similar procedural language.
Prerequisite: CS 310, CS 420, or CS 622.
3 Lect Hrs, 3 Credits

CS 652
Compilers II
Extension of topics in CS 650 with emphasis on code generation and optimization. Case studies of existing implementations. Team projects leading to relatively large-scale implementations.
Prerequisite: CS 650.
3 Lect Hrs, 3 Credits

CS 654
The Semantics of Programming Languages
This course presents some of the theoretical foundations of software engineering. Its main objectives are to enable programmers to formulate rigorous statements about the behavior of programs and to define precisely the meaning of different constructs occurring in programming languages.
Prerequisites: CS 320, CS 350, CS 622 and Math 470, or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 656
Logic Programming
A course in theoretical and practical aspects of logic programming. Topics include semantics of logic programming, negation in logic programming, metalevel reasoning, concurrency, databases and expert systems.
Prerequisites: CS 310, Math 470, or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 662
Document Preparation and Text Processing Systems
An applied course in contemporary document preparation systems. This course varies in content, with topics chosen from among the study of interactive editors, text formatters, typesetting systems, digital font design and production, publication graphics systems, and author assistance software. Students participate in a major team project to design and implement a substantial portion of a system, appropriate to the topic. Important current systems such as TeX, Meta-FONT, TROFF, Scribe and EMACS are examined and criticized, where possible by a study of their source code.
Prerequisites: CS 310 and at least one course at the level of CS 444 or above.
Corequisite: CS 610 and permission of the instructor.
3 Lect Hrs, 3 Credits

CS 664
Image Processing
Techniques of digital image processing. Topics include processing in the image and spatial frequency domains; Fourier and other transforms, continuous and discrete convolution and filtering; Grey-level transforms, feature identification, image encoding, image enhancement; applications to models of human and machine vision.
Prerequisites: Math 240 and Math 260, or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 670
Artificial Intelligence
A broad technical introduction to the techniques that enable computers to behave intelligently: problem solving and game playing, knowledge representation and reasoning, planning and decision making, learning, perception and interpretation. The application of these techniques to real-world systems, with some programming in Lisp.
Prerequisites: CS 310, CS 320, Math 470.
3 Lect Hrs, 3 Credits

CS 672
Neural Networks
An introduction to artificial neural networks. Topics include a survey of natural neural network models, perceptions and their limitations, multi-layer networks and back propagation, Hebbian learning, unsupervised competitive learning, relations to automata and computability theory, adaptive resonance theory, applications of connectionist models of computing to various domains, including pattern recognition, databases, and others.
Prerequisites: CS 310, CS 320, Math 470.
3 Lect Hrs, 3 Credits

CS 696
Special Topics I
Topics of current interest in the field, according to student and faculty areas of specialization.
3 Lect Hrs, 3 Credits

CS 697
Special Topics II
See CS 696.
3 Lect Hrs, 3 Credits

Department of Modern Languages

Faculty

Antonio Carrara, Associate Professor and Chair; Professors Fiora Bassanese, Diana L Burgin, Isabelle Mao, Brian Thompson; Associate Professors Carl Cedargren, Edythe Haber, Ritta Jo Horsley, Monique Stern; Assistant Professors Rose Abendstem, Andrew Boelcskevy, Susan Wolf; Lecturer Takeshi Kokubo; Visiting Lecturer Daniele Benati

The Department

The Department of Modern Languages offers strong and varied programs in French, German, Italian, and Russian language, culture, and literature, taught by a faculty with considerable international experience. The department also offers smaller, but expanding, programs in Chinese language and literature, and in Japanese language, literature and culture. Course offerings are designed to serve the educational needs of students who want to acquire a knowledge of foreign languages from the elementary to the advanced level, and who wish to explore the richness of literary and cultural traditions outside the United States.

The main objective of the department's academic programs is to provide students with practical and intellectually challenging undergraduate study that will enable them to make effective use of a foreign language in pursuit of
their professional and personal goals. Students can major or minor in any of the department's four languages. Both major and minor programs give students considerable flexibility in selecting from among required courses; independent study and graduation with honors are available for majors in any of the department's languages.

Our course offerings also enable students majoring in other disciplines to develop knowledge of a second language and an awareness of cultural diversity. Many offerings are interdisciplinary, and several are given in English; these include an extensive selection of core courses in several distribution areas.

Honors

The Department of Modern Languages offers an honors program in all its majors: French, German Studies, Italian, and Russian Studies. To be eligible, students must have a) completed at least six courses towards the major, not counting intermediate proficiency in the language; b) achieved a University cumulative GPA of 3.0 and a 3.25 cumulative average in major courses through the junior year.

A student wishing to do honors work should seek out a departmental advisor willing to direct the honors paper. After receiving approval from this advisor, the student must apply in writing to the chair of the department for admission to the honors program, preferably before the beginning of the senior year.

An honors candidate enrolls in his/her major's "Honors Research Project" course (498) in the first semester of the senior year. If this course is completed successfully, the student enrolls in "Senior Honors Thesis" (499) in order to complete his/her research and write the thesis. All theses will have two or three readers: The advisor and one or two other faculty members chosen by the student with departmental approval. All readers must approve the thesis, which will then be submitted to the department in a timely fashion to meet the College's deadline. The student will present his/her final thesis to the department.

French

Requirements and Recommendations

The Major

Majors are required to take a minimum of ten departmental courses at the 300 or 400 level. At least five of these must be taken at UMass Boston. Students choosing to major in French may to a large extent design a program which reflects their own interests and objectives. Only three specific courses (or their equivalents) are required of all students: French 301, 302, and 303.

Beyond these three courses, majors may group the remaining seven required courses on one of two tracks. The track in French literature requires at least five upper-level literature courses, representing at least three different centuries; plus at least two upper-level courses in language or culture. The track in French language and culture requires at least five upper-level courses in language or culture; plus at least two upper-level courses in literature.

Specific information about matching particular courses to either of the two tracks is available from the departmental advisor to majors, or from the chairperson.

Other requirements for majors:

1. Students must attain a 2.0 GPA in the major by the time they graduate.
2. No upper level course may be taken for major credit on a pass/fail basis.

The Minor

Students majoring in another discipline may minor in French. They should discuss their program with the departmental chairperson. Minimal requirements include:

1. Intermediate competence (French 201-202 or equivalent)
2. French 301 Composition et stylistique (or equivalent)
3. Three additional courses at the 300 or 400 level, in French language, literature or civilization.

Honors

See "Honors" at the beginning of the Modern Language Department section.

Year of Study in France

Each year the Department of Modern Languages sponsors a full academic year of study in Paris (mid-September to mid-June) under the direction of a member of our UMass Boston faculty and a resident French assistant. The program is not limited to French majors, but all applicants must have sufficient training in French (at least four or five semesters of successful college-level French, or equivalent) and the approval of their major department.

Our program is one of the least expensive ways to spend an academic year in Paris: the fee includes room, board, tuition, and round-trip travel, as well as visits within and outside Paris, a theater course in which students attend a different play each week, and special courses and tutorials offered by the Director and the Assistant in Paris. Students enroll at the Sorbonne or other facultés of the University of Paris according to their interests and abilities. In addition to formal course work, the intense artistic and cultural life of Paris offers an experience unequaled anywhere else in the world.

Transfer Credit Policy

Transfer students must complete at least fifteen of the thirty credits for the French major under the auspices of the Department.

German Studies

Requirements and Recommendations

The Major

A minimum of 30 credits beyond the intermediate sequence (German 201-202) is required (the equivalent of 10 3-credit courses). Requirements include

A. German 301 and 302 (Advanced German I and II: Contemporary German Life and Culture).

B. German 330 and 331 (Introduction to German Literature and Culture I and II.

C. German 230 (Crisis and Continuity: German Culture and Society in the 20th Century).

D. German 250 (German Culture from Luther to Nietzsche); or History 328 and 329 (German History I and II).

Department of Modern Languages

E. Two or three additional courses, to be selected with major adviser's approval, from those offered by German studies faculty and from courses outside the department. If requirement D is met by the History 328 and 329 sequence, only two additional courses must be taken under this requirement; if requirement D has been met by German 250 three courses must be taken. Courses may be selected from the following lists, but at least one course must be offered by a department other than Modern Languages. No more than two courses from list c) may be counted for the major.

a) Courses offered by German faculty in the Modern Languages Department (Please note: some of these courses are offered only occasionally, when demand and resources permit):
German C165 (Masterpieces of German Literature)
German 208 (Business German)
German C278 (Modern German Drama)
German 260 (Aspects of Modern German Literature)
German 263 (Germany in the Twentieth Century: Weimar and Nazi Culture)
German 271 (Modern Austrian Literature)
German 275 (Images of Women and Men in German Literature)
German 277 (The World of Kafka)
German 279 (Thomas Mann: The Writer and His Times)

Any 400-level course offered in German

Human C271 (Literature of the Holocaust)

b) Courses with a significant German component: (1/3 or more)
Art 347 (Arts of Power (when relevant)
EurSt L200/Mod Lng L200 (Europe Today)
Hist 328/329 (German History I and II)
Hist 358 (War in the 20th Century)
Hist 428 (The Germanies since 1945)
Hist 429 (Hitler. Man and his Times)
Human 254 (Romanticism in its European Context)
ModLng L240/Hum L240 (Images of World War II in Europe)
Music 202 (Music History II: Bach, Händel, Haydn, Mozart, Beethoven, Schubert)
Music 350 (Beethoven)
Phil 455 (Hegel)
Phil 462 (Critical Philosophy of Kant)
Phil 465 (Kant's Moral Philosophy and Its Critics)
Phil 470 (Wittgenstein)
PolSci 472 (Political Philosophy of Hegel)

c) Courses with general European content and minor German component:
Art 202 (Renaissance to Modern Art)
Art 210 (Studies in the History of Art) (when relevant)
Art 314 (Northern Painting of the 17th Century)
Art 316 (Painting 1780-1850 (including Runge, Friedrich)
Art 339 (Twentieth Century Architecture)
Econ 208 (History of Economic Thought) (including Marx, the German History School)
Econ 334 (International Economics)
Econ 372 (Comparative Economic Systems)
Hist 307 (The Age of Renaissance and Reformation)
Hist 313 (Europe in the 19th Century)
Hist 315-316 (Europe in the 20th Century I and II)
Hist 338 (Jewish History since 1500)
Hist 343 (History of European Ideas II) (including Marx, Nietzsche, Freud)
Hum 220 Mod Lang 220 (Hades, Heaven, and Hell)
Mod Lang LC275 / WOST LC275 (Women in European Thought and Literature)
Music 203 (Music History III (...Wagner, Schoenberg)
Phil 219 (19th Century Philosophy)
PolSci C252 (Modern Political Thought)
PolSci 220 (International Relations)
PolSci 224 (The Political Novel)
olSci 305 (Images of World Politics in Film and Literature)
PolSci 353 (European Political Development)
PolSci 354 (Postwar European Problems)
PolSci 361 (The Politics of Eastern Europe)
ThrArt 218 (Modern European Drama)

F. German 490, the German Studies Seminar, an integrative and in-depth seminar on a topic in German Studies, taught by German Studies program faculty from Modern Languages or another department. May be taken more than once if seminar topic is not repeated..

G. A semester or year of study abroad is strongly recommended for German Studies majors. (See the Study Abroad adviser for information concerning the Baden-Württemberg Partnership Program.)

The Minor

A minimum of 12 credits (the equivalent of four 3-credit courses) beyond the intermediate sequence (German 201-202) is required. Requirements include

A. German 301 (Advanced German I) and German 302 (Advanced German II: Contemporary German Life and Culture).

B. German 230 (Crisis and Continuity: German Culture and Society in the 20th Century) *or* German 250 (German Culture from Luther to Nietzsche).

C. At least one other course from those listed above under German Studies Major requirements B, C, D, E, or F

Honors

See "Honors" at the beginning of the Modern Language Department section.

Transfer Credit Policy

Transferring German studies majors must take a minimum of 4 courses in the department, at least 2 of which must be at the 300 or 400 level, including at least one seminar.

Italian

Requirements and Recommendations

Students wishing to major in Italian must have achieved intermediate competence before embarking on one of the two major tracks offered.

The Major

A minimum of 30 credits beyond the intermediate sequence (Ital 201-202) is required. Students choose one of the two following major tracks.

I. Italian Literature and Language

All students must take:

A. Italian 301 (Advanced Composition and Conversation) and Italian 305 (Language of Modern Italy), and

B. Italian 311 and Italian 312 (Introduction to Italian Literature, I and II)

The remaining six courses will be distributed as follows:

C. Two courses at the 300-level (period courses)

D. Two courses at the 400-level (genre courses)

E. Any two courses (in English or Italian) from departmental offerings, subject to advisor's approval.

II. Italian Studies

All students must take:

A. Italian 301 (Advanced Composition and Conversation) or Italian 305 (Language of Modern Italy)

B. Italian 311 and Italian 312 (Introduction to Italian Literature I and II)

The remaining seven courses will be distributed as follows:

C. Two courses, one at each level, from the 300- and 400-level offerings

D. Italian 260 (Tradition and Change in Italian Culture) or equivalent, subject to departmental approval

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E. Four courses taken from departmental offerings in English. With the permission of the chairperson of the Department, students can substitute one art course and one history course, if they wish, for departmental offerings in this category. These must be chosen from the following list:
Art 311 (Introduction to Italian Renaissance Painting)
Art 312 (Italian Renaissance Painting: the Golden Age)
Art 313 (Baroque Art and Architecture in Italy)
History 334 (Modern Italy from 1815 to the Present)
History 433 (Mussolini and Italian Fascism)

The Minor

Students majoring in another discipline may minor in Italian. They should discuss their program with the departmental chairperson. Minimal requirements include:

1. Intermediate competence (Italian 201 and 202)
2. Italian 301 (Advanced Composition and Conversation), or Italian 305 (Language of Modern Italy).
3. One course to be chosen from the departmental offerings in English
4. Two advanced courses (300 level or above) to be chosen from the departmental offerings in Italian.

Honors

See "Honors" at the beginning of the Modern Language Department section.

Transfer Credit Policy

A student who transfers from another accredited institution may be granted up to fifteen credits toward the major requirement. Transfer students must, however, consult with the department chair as early as possible after registration.

Russian Studies

Requirements and Recommendations

The Major

I. *Lower Division Course Requirements*

A. Intermediate Language Proficiency (Russian 202 or equivalent) and

B. Russ 260 (Russia Today: Introduction to Russian Studies)

C. One of the following: Russian 261 (Russian Literature in Translation I), Russian 262 (Russian Literature in Translation II), Russian 269 (Short Masterpieces of Russian Literature)

D. Two of the following: Russian 263 (Russian Culture and Civilization), Russian 264 (Soviet Life and Culture), Russian L255 (WoSt L255) (Women in Russia)

II. *Upper Division Course Requirements*

E. Communication Skills Component (Speaking, Understanding, Reading, Translating Russian). All Russian Studies majors must take: Russian 303 (Communicating in Russian), Russian 321 (Reading and Translating Russian), Russian 322 (Readings in Russian Literature). The following courses, to be given occasionally, may replace other Communication Skills courses in fulfilling this requirement: Russian 306 (Business Russian), Russian 411 (Advanced Russian).

F. Specialty Areas Component: Subject to the approval of their Russian studies major advisor, students choose their remaining upper division requirements around their individual intellectual and academic interests and professional goals by selecting any three courses from any two of the specialty areas listed here:

History courses:
Hist 323 (Russian History I)
Hist 324 (Russian History II)
Hist 349 (AmSt L349) (Cold War: Rise and Fall)

Russian literature courses (Readings in Russian):
Russ 341 (Nineteenth Century Russian Poetry)
Russ 359 (Twentieth Century Russian Poetry)
Russ 481-482 (Special Topics

Political science courses:
Russ 341 (Nineteenth Century Russian Poetry)
Russ 359 (Twentieth Century Russian Poetry)
Russ 481-482 (Special Topics)

The Minor

I. *Lower Division Course Requirements*

A. Intermediate Language Proficiency (Russian 202 or equivalent)

B. One of the following culture courses: Russian 260 (Russia Today), Russian 263 (Russian Culture and Civilization), Russian 264 (Soviet Life and Culture), Russian L255 (Women in Russia)

I. *Upper Division Course Requirements*

C. Three of the upper division courses required for the Russian studies major, as shown above. At least one course must come from each of the two categories listed (communication skills and special areas).

Honors

See "Honors" at the beginning of the Modern Language Department section.

Transfer Credit Policy

The department will normally transfer 16 credits toward the major in Russian; however, students who petition the department may be granted additional transfer credit.

Courses in Modern Languages

MdnLng LC275 (WoSt LC275)
Women in European Thought and Literature
An intermediate level study of selected representations of women and "the feminine" in western literary and philosophical traditions. Topics include origins of contemporary attitudes in Greek culture; medieval and Christian paradigms; enlightenment ideas and bourgeois ideology; feminist and woman-centered visions. Readings from drama, fiction, poetry, autobiography, and philosophical essays, including expressions of how women have viewed their own situations. Background materials on historical and social contexts are studied.
Prerequisites: Sophomore standing or permission of instructor; one women's studies course.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Horsley

MdnLng L200 (EurSt L200)
Europe Today
An interdisciplinary introduction to major issues confronting contemporary Europe, the seminar covers the following topics: the European Community in historical perspective, physical and political geography, ethnic and religious diversity, new migration patterns, language barriers, diverse political and economic structures, current problems such as environment, integration of "East" Germany, racism and
new nationalisms, and other emerging issues.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Boelcskevy, Ms Burgin, Mr Thompson

MdnLng 220
Hades, Heaven, and Hell
This team-taught, interdisciplinary course first explores Hades from Ovid to Cocteau. It then moves to heaven and hell to examine the Christian symbolism of good and evil, angels and devils, sin and redemption in European literature, film, and the arts.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Boelcskevy

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MdnLng Z290
Special Topics
Various selected topics in European literature, culture, and language.
3 Lect Hrs, 3 Credits

MdnLng 390
Special Topics Seminar
Selected topics in European literature, culture, and language in a seminar setting.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Chinese Language and Literature Courses

Chinse 101
Elementary Chinese I
Introduction to modern Mandarin. Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in Chinese.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Mao

Chinse 102
Elementary Chinese II
A continuation of Chinse 101.
Prerequisite: Chinse 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Mao

Chinse 201
Intermediate Chinese I
Continuation of Chinse 102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chinse 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Mao

Chinse 202
Intermediate Chinese II
Continuation of Chinse 201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chinse 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Mao

Chinse 251
Modern Chinese Literature in Translation
The study of masterpieces, literary theories, and authors in modern Chinese literature. The course covers the period from the literary revolution of 1917 to the present. Among the writers studied are Lu Hsun, Lao She, Pan Chin, Mao Tun, Liu Heng and others. Readings are in English, and no knowledge of Chinese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Mao

Chinse 253
The Classic Chinese Novel in Translation
The study of masterpieces in the classic Chinese novel of the Ming and Ching periods (thirteenth-nineteenth centuries). Some titles are: *The Romance of the Three Kingdoms*, *Monkey*, *The Scholars*, *The Dream of the Red Chamber*. Readings are in English, and no knowledge of Chinese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Mao

Chinse 378
Independent Study
For those students wishing to pursue the study of Chinese language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisite: Chinse 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Chinse 379
Independent Study
See Chinse 378. (Course offered in the spring only.)
Prerequisite: Chinse 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits
Ms Mao

Chinse 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to the supervising instructor and the department. (Course offered in the fall only.)
Prerequisite: Chinse 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Chinse 479
Reading and Research
See Chinse 478. (Course offered in the spring only.)
Prerequisite: Chinse 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits
Ms Mao

French Courses

French C275
Freedom, Evil, and Guilt: Religious Dimensions in Modern French Literature
Interdisciplinary in approach, this course investigates essential questions which human beings have always asked about themselves and their world as they have been formulated and expressed by some major figures in modern French literature. These include divergent views: Sartre's militant atheism, Camus' agnosticism, the radical belief of Mauriac and Bernanos. The course focuses on such issues as God and human freedom; suffering and evil in the world; responsibility and guilt; the self and the other; solitude and solidarity; death. Through reading, writing assignments, and discussion, students are encouraged to analyze these issues, and to think critically about their own education, attitudes, and experience. This course is taught in English.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Thompson

French 100
Intensive Elementary French
Intensive elementary work in the four language skills, with concentration on an audio-lingual approach, for students with no previous training in French. Students completing this course satisfactorily will be allowed to enter directly into courses at the intermediate level. Equivalent to one year of elementary French.
Prerequisite: Permission of instructor.
Distribution Area: Foreign Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits

French 101
Elementary French I
Practice in the four language skills, with concentration on an audio-lingual approach, for students who have no creditable training in French. Includes an introduction to French and francophone culture. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 102
Elementary French II
A continuation of French 101. Concentrated practice in the four language skills, with an audio-lingual approach, for students who have completed French 101 or its equivalent. Continued attention to French and francophone culture. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

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French 115
Basic Oral French
A review of French for students who have some background in the language, but no creditable training and weak oral skills. This course prepares students to continue French at the intermediate level. Although attention is paid to all four language skills, the emphasis is on aural-oral communication. Weekly laboratory attendance and assignments required.
Note: Students cannot receive credit for both this course and either French 101 or 102.
Prerequisites: Background in the language and placement exam. See department.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits
Mr Thompson and Staff

French 201
Intermediate French I
This course seeks to help students attain the level of intermediate competence in speaking, listening, reading, and writing, through imaginative and personalized activities that are relevant to student interests. These activities include an introduction to the culture and literature of the French-speaking world. Weekly laboratory attendance and assignments required.
Prerequisite: French 102, 115 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 202
Intermediate French II
This course seeks to build on the level of achievement reached in French 201. Participants study a variety of literary and cultural texts as models of written expression. Weekly laboratory attendance and assignments required.
Prerequisite: French 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 204
French for Business
An intermediate level course introducing the language and concepts of French business and notions of the French economy. Readings in French on economic and business issues are drawn from a text, and from current papers, journals, and magazines.
Prerequisite: French 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits
Ms Stern

French 240
French Conversation
Regular practice in conversation on a wide variety of subjects, with a view toward building vocabulary and fluency.
Prerequisites: French 202 or equivalent, and permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

French 264
French Existential Literature
The existential approach to reality as presented, largely in fiction and plays, by such major writers as Gide, Malraux, Camus, Sartre, De-Beauvoir, Marcel. Given in English: no knowledge of French required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Thompson

French 301
Composition et stylistique
A course in written expression beyond the intermediate level. Emphasis is on composition as well as on grammatical and stylistic analysis of contemporary texts.
Prerequisite: French 202 or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

French 302
Initiation à la littérature et à la civilisation françaises: Depuis le Moyen Age jusqu'a la fin du 17e siècle
French literature and culture from the Middle Ages to the end of the seventeenth century. Selected readings from Chanson de Roland, courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Molière, LaFontaine, with lectures on the cultural backgrounds of the periods under study.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs, 3 Credits

French 303
Initiation à la littérature et à la culture françaises—18e et 19e siècles
French literature and culture of the eighteenth and nineteenth centuries. Selected readings from Didérot, Marivaux, Voltaire, Rousseau, Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Baudelaire, and Zola, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stern and Staff

French 378
Independent Study
For those students wishing to pursue the study of French language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisite: French 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits
Mr Thompson

French 379
Independent Study
See French 378. (Course offered in the spring only.)
Prerequisite: French 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits
Mr Thompson

French 411
Thème et version
Translation from English into French, and from French into English, with analysis of the grammatical and stylistic problems presented by the texts.
Prerequisites: French 301, 302 and a course in French literature; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Thompson

French 431
La Littérature du 17e siècle Théâtre
Selected plays of Corneille, Racine, Molière. Close readings in the context of the social background.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 432
La Littérature du 17e siècle: Poésie et prose
Works by Bossuet, Boileau, LaFontaine, Madame de LaFayette, La Rochefoucauld, Madame de Sevigné, La Bruyère, Descartes, Pascal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 441
Théâtre et roman du 18e siècle
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Didérot, JJ Rousseau, Laclos, and Prevost, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stern

French 442
L'Age des Lumières (18e siècle)
Philosophical texts by Montesquieu, Didérot, Voltaire, and Rousseau; L'Encyclopédie.
Prerequisite: French 302 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stern

French 464
Roman du 20e siècle
Discussion of representative twentieth century novels, by such writers as Camus, Gide, Bernanos, Malraux, Robbe-Grillet, Sartre, Mauriac, Duras, ben Jelloun and Bâ.
Prerequisites: French 302 and 303 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Thompson

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French 475
Civilisation contemporaine
The study of various aspects—historical, political, social, economic, and cultural—of today's France.
Prerequisite: French 302, 303 or equivalent.

French 477
Civilisation française
The study of various aspects—historical, political, social, economic, and cultural—of France, during the eighteenth and nineteenth centuries.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs, 3 Credits

French 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department.
Prerequisite: French 202 or equivalent, and written permission of instructor. (Course offered in the fall only.)

Hrs by arrangement, 3 Credits

French 479
Reading and Research
See French 478. (Course offered in the spring only.)
Prerequisite: French 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

French 480
Français commercial
The objective of this course is to teach the language of business transactions, as well as the transactions themselves. The course is open to students who already have a good command of written and oral French. It will familiarize them with notions of the French economy, with commercial correspondence, and with the translation of economic and business texts. Students will have the option of taking the international exam of the Chamber of Commerce of Paris, the Certificat pratique de français commercial et économique.
Prerequisites: French 301; junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Stern

French 490
Special Topics
Topics vary each semester according to instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

French 498
Honors Research Project
Independent and original investigation of a specific aspect of French studies of interest to the student, under the supervision of a departmental advisor. Student will read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major; permission of both faculty supervisor and the departmental chairperson.
Hrs by arrangement, 3 Credits

French 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498; permission of both the faculty advisor and the department chairperson.
Hrs by arrangement, 3 Credits

French 500
La France d'aujourd'hui: mise à jour
This course, intended for high school teachers of French, is designed to help update their knowledge of contemporary France since the 1981 election of a socialist party government. Topics include the French way of life; domestic and international politics; national defense; the French economy and finances; moral and religious issues; the media; language; education; literature and the arts. Discussions also focus on the role of France in the world and among French-speaking countries, and France's relations with its former colonies and with the United States. The course, conducted in French, makes use of newspapers, magazine articles, TV programs, audio and video cassettes, and film. Lectures, guest lectures, class discussions, reports by individual students, short written assignments, and a final examination are also in French.
3 Lect Hrs, 3 Credits

German Courses

German C165
Masterpieces of German Literature
Selected major works of German literature from the eighteenth century to the middle of the twentieth century. (Course not offered every year.)
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

German C244
Myth and the Study of Myth
The course provides an introduction both to the nature of myth and the ways people have studied mythology. Episodes from Greek myth will be read and discussed in the light of various myth theories. Germanic myths (Edda, Volsungsaga, Heroic Lays) will be approached comparatively and critically; here the student will be called upon to develop and employ critical tools: comparison of patterns in Greek and Nordic mythology, applications of various myth theories in terms of their comparative and relative virtue, plus the "external" evidence of archaeology as supportive or contrastive. (Course not offered after fall, 1996.)
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

German 100
Intensive Elementary German
An intensive elementary course aimed at developing the skills of reading, listening comprehension, speaking, and writing through exposure to a variety of cultural materials and activities in a small group setting. Open to students with no previous training in German. Covers a year's work in one semester. After completing German 100, students may enter courses at the intermediate level. (Course offered in the spring only.) (Course not offered every year.)
Prerequisite: Permission of instructor.
Distribution Area: Foreign Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits

German 101
Elementary German I
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in German. Weekly laboratory attendance and assignments required. (Course offered in the fall only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

German 102
Elementary German II
Continuation of German 101. (Course offered in the spring only.)
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

German 201
Intermediate German I
Development of the skills of speaking, aural understanding, reading, and writing on the intermediate level. Review and further study of grammar; vocabulary building; readings of varied materials; practice in oral and written expression. (Course offered in the fall only.)
Prerequisite: German 102 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Department of Modern Languages

German 202
Intermediate German II
A continuation of German 201; intensive work in skills of reading, understanding, speaking and writing. Through active engagement with a variety of written and audio-visual materials students will improve their command of the language and deepen their knowledge of contemporary German culture. (Course offered in the spring only.)
Prerequisite: German 201 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

German 208
Business German I
Fourth-semester level introductory course in the language and concepts of German business and commerce. Emphasis on basic vocabulary, idioms, and proper usage in specific areas ranging from resume writing and business correspondence to the fundamentals of business management, marketing and finance, presented in a career-oriented context. Special attention to continuous development of verbal skills. Regular attendance essential. (Course not offered every year.)
Prerequisite: German 201 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits
Mr Boelcskevy

German 230
Crisis and Continuity: German Culture and Society in the 20th Century
An interdisciplinary introduction to modern German culture, drawing on historical and literary texts, film, art and music. The course investigates such themes as national identity, authoritarian traditions versus modern movements, the roles of women and minorities as they appear in both popular and "high" culture from the turn of the century to reunification. In English. It is recommended that students enrolling in this course have at least sophomore standing.
Prerequisite: English 101.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Bookbinder, Ms Horsley

German 250
German Culture and Civilization from Luther to Hegel
Three hundred years of German life and thought expressed through politics, religion, philosophy, and the arts. Readings and discussions will focus on national characteristics of the German people as well as outstanding artistic accomplishments in literature, the visual arts and music. Among the authors and artists considered will be Luther, Dürer, J S Bach, Leibniz, Lessing, Kant, Goethe, Schiller, Mozart, Beethoven, and Hegel. In English.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

German 251
German Civilization from Romanticism to WWI
Focus will be on Romanticism, the rise of German nationalism, and the revolutionary trends of the period. Among the authors read will be Novalis, Büchner, Heine, Marx, Nietzsche, Rilke, Mann, Freud, and Hesse. Music and the visual arts will also be discussed.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

German 260
Aspects of Modern German Literature
Selected masterpieces of modern German literature including works by Mann, Hesse, Kafka and Brecht. Conducted in English. (Course not offered every year.)
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

German 263
Germany in the Twentieth Century: Weimar and Nazi Culture
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in romanticism, folkish authors and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, Weltbühne, the Bauhaus group, and Nazi "Kultur". Conducted in English.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Cedargren

German 275
Images of Women and Men in German Literature
A study of changing cultural images and ideals of female and male as reflected in German literature from the Middle Ages to the present. No knowledge of German required. Also counts toward the Certificate in Women's Studies.
Distribution Area: The Arts.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Horsley

German 277
The World of Kafka
The major works (in English translation) of Franz Kafka against the background of his life and times. Particular emphasis is given to the links between Kafka's writings and the events of his life as transmitted through his letters and diaries.
Prerequisite: Engl 102 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Boelcskevy

German 279
Thomas Mann: The Writer and his Times
Major works of Thomas Mann in the context of his life and times. The course examines Mann as a prominent German writer and intellectual in an era when Germany rose to great heights of cultural achievement only to fall disastrously into a Nazi dictatorship. Readings include both Mann's fiction and nonfiction.
Prerequisite: Engl 102 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

German Z280
Special Topics in German Literary and Cultural History
Announced topics, generally a particular author, work or historical moment.
3 Lect Hrs, 3 Credits

German 301
Advanced German I
Intensive training in German language skills beyond the intermediate level. The course will combine work in composition, conversation, advanced grammar, and stylistic analysis of texts. (Course offered in the fall only.)
Prerequisite: German 202, 206 or equivalent.
3 Lect Hrs, 3 Credits

German 302
Advanced German II: Contemporary German Life and Culture
A course aimed at developing an active command of the language and familiarity with contemporary German life and culture. Drawing on a variety of sources and materials, students discuss topics relevant to German-speaking cultures today; social and political issues; everyday life; art, film, literature. Activities may include journals and reports, debates, role-playing and performance. Taught in German.
Prerequisite: German 301 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

German 330
Introduction to German Literature and Culture I
German literature and culture from the late Germanic period to Goethe. Discussions of political, social and religious issues and presentation of music, architecture and the visual arts provide the context for readings ranging from medieval epics such as *Parzival* and *Tristan* to the *Faustus* chapbook; Baroque poetry; and plays and poems by Lessing, Goethe and Schiller. Taught in German.
Prerequisite: German 202 or equivalent.
Distribution Areas: Foreign Language, Historical and Cultural
3 Lect Hrs, 3 Credits

Department of Modern Languages

German 331
Introduction to German Literature and Culture II
German literature and culture from Romanticism to the recent unification. Discussion of political, social and aesthetic issues; presentations of music, architecture (Bauhaus), visual arts (Expressionism), and film provide the context for readings ranging from Romantic poetry, Büchner's *Woyzeck* and Nietzsche's *Zarathustra* to prose by Mann, Kafka, Hesse and Grass. Taught in German. Course offered every other year.
Prerequisite: Intermediate proficiency in German (German 202 or equivalent).
3 Lect Hrs, 3 Credits

Please note: good reading and listening comprehension of German is prerequisite for all 400-level courses.

German 445
The German Novelle
The development of the German novelle from the nineteenth century to the present. Readings and discussions in German.
3 Lect Hrs, 3 Credits
Mr Boelcskevy

German 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one not ordinarily available in standard course offerings. A written prospectus detailing the plan of study must be submitted to the supervising instructor and the department. (Course offered in the fall only.)
Prerequisite: German 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

German 479
Reading and Research
See German 478. (Course offered in the spring only.)
Prerequisite: German 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

German 480
Special Topics in German Literary and Cultural History
Announced topics, generally focusing on a particular author or work of historical moment. in German.
3 Lect Hrs, 3 Credits

German 490
German Studies Seminar
In this integrative seminar the advanced student applies literary as well as interdisciplinary approaches to selected topics in German Studies. Readings, discussions, reports and a research project. The seminar may also guide the student toward independent study or an honors project. May be taken more than once if seminar topic is not repeated. Good reading knowledge of German required.
Prerequisite: German 330, 331 or permission of instructor.
3 Lect Hrs, 3 Credits

German 498
Honors Research Project
Independent and original investigation of a specific aspect of German studies of interest to the student, under the supervision of a departmental advisor. Student will read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance of the prospectus by the student's proposed thesis supervisor are prerequisites for admission to German 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA 3.25 in the major. Students should have completed at least 6 courses for the major. Permission of both the faculty supervisor and the department chair.
Hrs by arrangement, 3 Credits

German 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA 3.25 in the major who have successfully completed 498. Permission of both the faculty supervisor and the department chair.
Hrs by arrangement, 3 Credits

Italian Courses

Ital C165
Masterpieces of Italian Literature
Representative Italian masterpieces in English, from the Middle Ages to the twentieth century, such as Dante's Vita Nuova, Petrarch's love lyrics, Boccaccio's short stories, Macchiavelli's The Prince, Goldoni's theater, Leopardi's poetry, and Moravia's novels, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, and the fundamental principles of art will be examined.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital C267
The Renaissance View of Man
A study of Renaissance man's ideals concerning culture, education, artistic creativity, civic values, societal roles, and love, through a critical reading of pertinent texts. Readings and discussions in English.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital C273
The Feminine Presence in Italian Culture
Topics pertaining to the role of women in the formation of Italian culture. An interdisciplinary approach stressing literature, the arts, and social history. Topics include: women in love and literature, marriage, and motherhood. Texts will be selected from works by and about women, including poetry, autobiography, fiction, and history. Readings and discussions in English.
Note: WoSt C100 or C150 are recommended, although not required, as preparation for this course.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital 100
Intensive Elementary Italian
An intensive language course that covers the entire elementary level in one semester, emphasizing listening and speaking skills. Accelerated work in conversation, grammar, and vocabulary. Open to all students with no previous academic training in Italian. After completing Ital 100, students may enter courses at the intermediate level.
Prerequisite: Permission of department.
Distribution Area: Foreign Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits
Ms Bassanese

Ital 101
Elementary Italian I
For students who have no creditable training in Italian; intensive practice in the four language skills, with an audio-lingual approach. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Ital 102
Elementary Italian II
The continuation of Ital 101.
Prerequisite: Ital 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Ital 201
Intermediate Italian I
An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Ital 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits
Mr Carrara and Staff

Ital 202
Intermediate Italian II
A continuation of Ital 201.
Prerequisite: Ital 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits
Mr Carrara and Staff

Department of Modern Languages

Ital 260
Tradition and Change in Italian Culture
The roots of Italian culture lie in both the middle ages and in the Greco-Roman heritage of the peninsula. These traditions continue into contemporary Italian life, giving coherence and a unifying identity to a land formed of distinct regions, linguistic groups, and sociohistorical experiences. The course explores how succeeding generations integrated and reinterpreted their cultural past in literature, the fine arts, philosophical thought, and social history from the fourteenth to the twentieth century. The course will be conducted in English.
Prerequisite: Sophomore standing or permission of department.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital 261
The Modern Italian Novel
An analysis of the leading artistic and social problems of the twentieth century in works by such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Ital 262
The Theater of Italy
The evolution of the theater from the Renaissance to the Avant-Garde. Readings and discussions in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital 268
The Italian-American Experience: Literature and Society
This course uses works of fiction and non-fiction to examine the contribution of Americans of Italian descent to American civilization, and the interaction of the two cultures. Consideration is given to the particular regions from which immigrants have come. Readings and discussions in English.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ital 270
Dante's Divine Comedy
A close reading of Dante's masterpiece—*Inferno, Purgatory, Paradise*—in the context of medieval civilization. Readings and discussions in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Bassanese and Staff

Ital 276
The Italian Cinema
An in-depth look into the thematic and technical development of the Italian cinema in the context of literary and social history from neo-realism through the 1980's. Films by Rossellini, Visconti, De Sica, Fellini, Antonioni, and Pasolini. No knowledge of Italian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Carrara and Staff

Ital 298
Tutorial I
A course designed to assist students majoring, or wishing to major, in Italian, in those areas where individual problems of learning or preparation need to be resolved.
Prerequisite: Ital 202 or departmental prognostic test.
Hrs by arrangement, 1-2 Credits
Mr Carrara

Ital 299
Tutorial II
See Ital 298.
Prerequisite: Ital 202 or departmental prognostic test.
Hrs by arrangement, 1-2 Credits
Mr Carrara

Ital 301
Italian Composition and Conversation
An intensive review of grammar, exercises in free composition, and advanced conversational practice.
Prerequisites: Ital 202 or equivalent and permission of department.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Ital 302
Advanced Grammar and Stylistics
The main objective of this course is to give students a better knowledge of Italian morphology, syntax, semantics, and structure. Recurring problem areas in grammar are emphasized, as is literary understanding of style, genre, and current usage.
Prerequisite: Ital 301 or equivalent; or permission of department.
3 Lect Hrs, 3 Credits
Mr Carrara

Ital 305
Language of Modern Italy
An advanced course in contemporary Italian usage. Analysis of diverse linguistic models, translation and comparative study of English and Italian. Discussion of regional differences in speech, development of idiomatic and specialized vocabulary, and an exploration of genre and style.
Prerequisites: Ital 201 and 202 or equivalent.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital 311
Introduction to Italian Literature I
A survey of Italian literature as a reflection of Italian civilization from the Middle Ages to the Renaissance.
Prerequisite: Ital 202 or equivalent.
3 Lect Hrs, 3 Credits

Ital 312
Introduction to Italian Literature II
A continuation of Ital 311. A survey of Italian literature as a reflection of Italian civilization from the Renaissance to the modern period.
Prerequisite: Ital 202 or equivalent.
3 Lect Hrs, 3 Credits

Ital 320
Dante: La Commedia
A close reading of Dante's masterpiece in the context of Medieval civilization.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Ital 330
Letteratura del Medioevo
The dawning of Italian literature as an artistic medium in the Middle Ages: first examples of courtly poetry, theater and narrative. Readings from the early religious writers to Petrarch and Boccaccio.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Carrara

Ital 340
Il Rinascimento
An overview of Italy's Renaissance, from the classical concerns of the Humanists to the religious oppression of the Counter-reformation, this course will explore the intellectual, philosophical, and artistic aspirations and achievements of the fifteenth and sixteenth centuries. Readings will include Lorenzo de' Medici, Machiavelli, Ariosto, Castiglione, and Tasso.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital 350
Dal Barocco all' Illuminismo
Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Department of Modern Languages

Ital 360
L'Ottocento
A panoramic view of the major movements affecting nineteenth century Italian culture: Neo-classicism, Romanticism, the Risorgimento, Verismo, and Decadentism. Readings will include Foscolo, Leopardi, Manzoni, Mazzini, Verga, Carducci, Pascoli, and D'Annunzio.
Prerequisite: Ital 312 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital 370
Il Novecento
An overview of the major protagonists, trends and movements in twentieth century Italian literature from the earliest signs of cultural disaffection in the Crepuscolari and Futuristi to the linguistic games of the semiologists.
Prerequisite: Ital 312 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Carrara

Ital 378
Independent Study
In this integrative seminar the advanced student applies literary as well as interdisciplinary approaches to selected topics in German For those students wishing to pursue the study of Italian language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisite: Ital 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Ital 379
Independent Study
See Ital 378. (Course offered in the spring only.)
Prerequisite: Ital 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Ital 410
La Lirica
A study of the development and evolution of the Italian lyrical tradition from the Sicilian school to the modern period.
Prerequisite: Ital 311 or 312 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Carrara

Ital 420
La Novellistica
A study of the evolution of the short story from Boccaccio's Decameron to the modern short-fiction writers. A selection of writings from each century will be read and discussed from literary, social and cultural perspectives.
Prerequisite: Ital 311 or 312, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Carrara

Ital 430
Il Teatro
A critical survey of the development of Italian theater from the late Middle Ages to the present, emphasizing significant contributions made to the international stage. Readings range from the Renaissance works of Poliziano and Machiavelli to the modern dramas of Betti and Pirandello.
Prerequisite: Ital 311 or 312, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bassanese

Ital 440
Il Romanzo Moderno
A study of the Italian novel from Manzoni to contemporary writers. Literary trends such as "Verismo", "Regionalismo" and "Letteratura di costume" will be considered in the writings of Verga, Manzoni, Vittorini, Moravia and others.
Prerequisite: Ital 312 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Ital 441
Modern Italian Poetry
A survey of the principal poets from Carducci to Montale, with emphasis on Hermeticism.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Ital 476
Cinema e Letteratura
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary, social and cultural history from Neo-Realism to the present. Films by Rossellini, Visconti, DeSica, Fellini, Antonioni, and Pasolini. Discussions in Italian.
3 Lect Hrs, 3 Credits
Ms Bassanese, Mr Carrara

Ital 478

Reading and Research I
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisite: Ital 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Ital 479
Reading and Research II
See Ital 478. (Course offered in the spring only.)
Prerequisite: Ital 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Ital 480
Special Topics
In-depth study of a particular author, work, theme, or historical period. Course content varies each time the course is offered. Students are invited to suggest topics of special interest to them.
Prerequisite: Ital 311 or equivalent and permission of department.
3 Lect Hrs, 3 Credits

Ital 498
Honors Research Project
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental advisor. Students will read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major. Permission of both faculty supervisor and department chair.
Hrs by arrangement, 3 Credits

Ital 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498. Permission of both faculty advisor and department chair.
Hrs by arrangement, 3 Credits

Ital 500
History of the Italian Language
Survey of the evolution of Italian from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisites: Ital 301 and 312 or equivalent.
3 Lect Hrs, 3 Credits
Mr Carrara

Ital 590
L'Italia di Oggi
A three-credit course open mainly to high school teachers of Italian. The aim of the course is to update the participants' knowledge of contemporary Italy. The course covers events in Italy from the "Miracolo economico" of the early '60s to the present. Topics covered in the lectures and class discussions include politics, education, religion, family, economy, immigration, literature, the arts, daily life, Italy and Europe in the '90s.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr. Carrara

Department of Modern Languages

Japanese Language and Literature Courses

Japan 101
Elementary Japanese I
For students with no previous language training in Japanese. Introduction to pronunciation, grammar, conversation, and the elements of the writing system (Hiragana and Kanji).
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Kokubo

Japan 102
Elementary Japanese II
Continuation of Japan 101. Grammar and conversation using the basic patterns.
Prerequisite: Japan 101.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Kokubo

Japan 201
Intermediate Japanese I
Continuation of Japan 102. Reading, writing and conversation using the basic patterns.
Prerequisite: Japan 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Kokubo

Japan 202
Intermediate Japanese II
Continuation of Japan 201. Further study in reading, writing, and conversation.
Prerequisite: Japan 201.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Kokubo

Japan 250
Modern Japanese Literature
Selected readings in modern Japanese fiction with emphasis on the major writers: Tanizaki, Kawabata, Mishima, and others. Readings are in English, and no knowledge of Japanese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Kokubo

Japan 252
Traditional Japanese Literature
Selected readings in classical literature including fiction, drama, and Haikai poetry. Readings are in English, and no knowledge of Japanese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Kokubo

Japan 378
Independent Study
For those students wishing to pursue the study of Japanese language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student.(Course offered in the fall only.)
Prerequisite: Japan 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Japan 379
Independent Study
See Japan 378. (Course offered in the spring only.)
Prerequisite: Japan 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Japan 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisite: Japan 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Japan 479
Reading and Research
See Japan 478 (Course offered in the spring only.)
Prerequisite: Japan 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Russian Courses

Russ 100
Intensive Elementary Russian
An intensive, double-credit course in basic conversational Russian which covers in one semester the material of Russian 101 and 102. Designed for students who have never studied the language or who need a solid review before taking an intermediate-level course. Emphasis on an aural/oral approach. Class attendance mandatory.
Prerequisite: Permission of department.
Distribution Area: Foreign Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits

Russ 101
Elementary Russian I
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in Russian. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Russ 102
Elementary Russian II
Continuation of Russ 101.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Russ 201
Intermediate Russian I
Review and continuation of basic grammar. Conversation and reading with emphasis on comprehension, developing reading skills, vocabulary building, and translation from Russian to English.
Prerequisite: Russ 102 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Russ 202
Intermediate Russian II
Prerequisite or corequisite for all advanced-level courses in the department. Particular attention to grammatical problems that arise in reading. Principles of Russian word formation as an aid to increasing vocabulary. Work on participles, Russian to English translation.
Prerequisite: Russ 201 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Russ 203
Conversation and Composition I
Practice in conversation on a variety of subjects, with a view toward building vocabulary and fluency. Practice in Russian composition.
Prerequisite: Russ 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Russ 250
Dostoevsky
An introduction to the life and works of Fyodor Dostoevsky. Emphasis on reading and analysis of selected texts, including two of his major novels. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Russ 251
Tolstoy
An introduction to the life and works of Leo Tolstoy. Emphasis on reading and analysis of selected texts including either War and Peace or Anna Karenina. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Department of Modern Languages

Russ L255 (WoSt L255)
Women in Russia
The history and culture of Russian women of different classes, backgrounds, and affectional/sexual orientations with emphasis on how their past and present experience differs from women in Europe and America. Topics for reading and discussion include myths of Amazons and mothers; "rule of women;" peasant women; the Woman Question: poetesses, prostitutes, populists, "perverts"; working women/women's work; women today. No knowledge of Russian required.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Burgin

Russ 260
Russia Today
An interdisciplinary examination of the culture, politics, and society of post-Communist Russia. The methods and perspectives of the various fields involved in Russian studies are applied to arrive at a many-sided understanding of life in present-day Russia. No knowledge of Russian is required.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Russ 261
Russian Literature in Translation I
A basic survey of Russian literature from Pushkin to Dostoevsky. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Russ 262
Russian Literature in Translation II
A survey of twentieth century Russian and Soviet Russian literature in its historical and cultural context. Topics include Chekhov, the Symbolists, Prose of the Twenties, Stalinism, literature of the Thaws, and contemporary writers. Emphasis on an analysis of selected texts. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Russ 263
Russian Culture and Civilization
An interdisciplinary survey in English of Russian culture from its pre-Christian beginnings to 1917 in the four major periods of its development: medieval, Petrine, the nineteenth century, and the Silver Age. Focus on literature, music, architecture and painting with some historical background. Short readings, tapes, and slides. No knowledge of Russian required.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Burgin

Russ 264
Soviet Life and Culture
An interdisciplinary introduction in English to Soviet and Russian culture from the Revolution to the present day. Focus on literature, music, and the arts. Topics include: the avant-garde culture of the 1920s; socialist realism and the Stalinist legacy in cultural life; the "Thaws" of the 1950s and 1960s; the dissident movement; and contemporary life and culture. No knowledge of Russian required. Of special interest to students in international relations and management, political science, and economics.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Haber

Russ 269
Short Masterpieces of Russian Literature
Reading in English translation of short stories and short novels of nineteenth and twentieth century Russian writers. No reading knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Russ 303
Communicating in Russian
Intensive training in communicative skills, especially conversation and listening comprehension. Classroom discussions, dialogues, and reports are based in part on authentic spoken texts from radio, television, and the Internet. Students develop the professionally useful skill of monitoring and writing briefs of Russian broadcastsng in conversation and composition. Readings, discussions, dialogues, reports, and essays based on texts in various fields.
Prerequisite: Russian 201 or permission of instructor.
3 Lect Hrs, 3 Credits

Russ 306
Business Russian
This course prepares the student to use Russian in a business or commercial setting. Training is provided in reading relevant texts and vocabulary building; in writing business letters and other commercial/legal documents; and in conversational business Russian. Of special interest to students of management, international relations, and economics.
Prerequisite: Russian 201 or permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits
Ms Haber

Russ 309
Advanced Russian I
Readings, problems in grammar, composition and conversation.
Prerequisite: Russ 202 or equivalent.
3 Lect Hrs, 3 Credits

Russ 310
Advanced Russian II
Continuation of Russ 309.
Prerequisite: Russ 309 or equivalent.
3 Lect Hrs, 3 Credits

Russ 321
Reading and Translating Russian
Reading intensively and extensively for rapid acquisition of vocabulary. Principles of advanced grammar, syntax, and Russian-English translation. Practice translating texts in a variety of styles and genres.
Prerequisite: Russ 201.
3 Lect Hrs. 3 Credits
Ms Burgin, Ms Haber

Russ 322
Readings in Russian Literature
Reading in Russian and discussion of representative nineteenth and twentieth century short prose, plays, and/or poems. Lectures provide information about the centrality of literature in Russian culture, past and present. Discussions focus on stylistic and thematic understanding of specific Russian literary works. Practice in reading, understanding, and translating Russian literature.
Prerequisite: Russ 202 or permission of the instructor.
3 Lect Hrs, 3 Credits
Ms. Burgin, Ms. Haber

Russ 341
Nineteenth Century Russian Poetry
Discussion of selected poems by Pushkln, Lermontov, Tjutchev, Fet, and Nekrasov. Focus on analysis and translation.
Prerequisite: Russ 201.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Russ 359
Twentieth Century Russian Poetry
Close reading and analysis of the Russian texts of poems by selected twentieth century poets.
Prerequisite: Russ 201 or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Burgin, Ms Haber

Russ 378
Independent Study
For those students wishing to pursue the study of Russian language, literature or culture beyond the intermediate level. A course of study is jointly designed by supervising instructor and student. (Course offered in the fall only.)
Prerequisite: Russ 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Department of Music

Department of Modern Languages

Russ 411
Advanced Russian III
Selected topics in advanced Russian grammar, syntax, and word usage. Topics include verbal aspects and pre-fixation, participial constructions, numerals, word order. Intensive practical training in choosing the right words and word combinations in oral and written speech.
Prerequisite: Russ 310
3 Lect Hrs, 3 Credits

Russian 478
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the fall only.)
Prerequisite: Russian 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Russian 479
Reading and Research
Primarily for seniors with a GPA of at least 3.0 in their major who wish to pursue a research topic in depth, one ordinarily not available in standard course offerings. A written prospectus detailing the plan of study must be submitted to supervising instructor and department. (Course offered in the spring only.)
Prerequisite: Russian 202 or equivalent, and written permission of instructor.
Hrs by arrangement, 3 Credits

Russian 498
Honors Research Project
Independent and original investigation of a specific aspect of Russian studies of interest to the student, under the supervision of a departmental advisor. Student will read primary and secondary texts and determine a critical methodology in preparation for the writing of the thesis. Completion of a thesis prospectus and acceptance by the student's proposed thesis supervisor are prerequisites for admission to 499.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and a GPA of 3.25 in the major. Students should have completed at least 6 courses for the major; permission of both faculty supervisor and department chair.
Hrs by arrangement, 3 Credits

Russian 499
Senior Honors Thesis
Closely supervised individual research resulting in the completion of a senior honors thesis to be accepted by the thesis advisor and a second reader approved by the department.
Prerequisites: Limited to majors in their senior year with a cumulative GPA of 3.0 and 3.25 in the major who have successfully completed 498; permission of both faculty advisor and the department chair.
Hrs by arrangement, 3 Credits

Faculty
Jon C Mitchell, Associate Professor and Chair; Associate Professors Joseph Dyer, David N Patterson; Assistant Professor Hubert Walters

The Department

The curriculum leading to the bachelor of arts in music at the University of Massachusetts Boston provides an intensive grounding in music theory, history, and performance, both solo and ensemble. It is a well rounded program of professional and aesthetic training within the context of the traditional liberal arts education offered by the College of Arts and Sciences of the University. The music curriculum prepares students for advanced professional training or graduate study in music theory, history, composition or performance. A related course of study leads to provisional teacher certification in Massachusetts.

In addition to the bachelor's degree in music, the Music Department offers students an opportunity to minor in music. The three options in this program are described below. Although no audition is required for acceptance into either the major or the minor, students intending to major in music must take a placement exam in music theory.

Membership in the vocal and instrumental ensembles sponsored by the Music Department is open to all students of the University. Admission to the Chamber Singers, the Chamber Orchestra, and the Jazz Band is by audition. Participation in the ensembles contributes to the development of basic musicianship in addition to providing a satisfying performance experience.

The Music Department also offers a variety of core and elective courses in the arts area of the curriculum to satisfy University and College graduation requirements.

Private music instruction (Music185) in all instruments and voice is available for an additional fee during the fall and spring semesters as well as during the summer through a collaboration between the Music Department and the Division of Continuing Education. Previous or current association with the University is not required. High-school students and adult learners are welcomed. For information about fees and arrangements contact the departmental office.

Requirements

The Major

Theory: Music 121-122, 123-124; 221-222, 223-224 (20 credits)

Keyboard Skills: Music 131-132 (4 credits)

History: Music 201, 202, 203, and one history elective at the 300 level (one such elective is offered each spring) (12 credits)

Solo Performance: 185 (8 credits)

Ensemble Performance: 001, 002, 004, 006, or 294 (six semesters)

In order to be certified for graduation a student must achieve at least level four of proficiency in performance. (Repertoire lists of the eight proficiency levels are available from instructors or from the Department office. Students majoring in music must perform before a faculty jury at the end of each semester. In addition, all music majors are expected to demonstrate elementary keyboard proficiency before graduation. Each student majoring in music will be assisted by a departmental advisor to plan a sequence of courses that will meet his or her own needs and satisfy the requirements of the Music Department. No course required for the Major in Music may be taken pass/fail.

The Minor

Eighteen to twenty credits are required for the minor. Three separate options are available for those students wishing to minor in music.

Theory: This option offers a coordinated sequence of music theory courses with supplementary courses in music history and performance. Requirements: Music 121-122, 123-124; one semester of music history at the 200 level, two semesters in a performing ensemble, and one music elective of the student's choice. (Although not required, Music 131 is recommended for the minor in theory.)

History: This option offers a survey of the history of music from the Middle Ages to the present, a theory component and performance experience. Requirements: Music 201, 202, 203; one upper-level music history elective, one year of music theory (Music 121-122), and one semester in a performing ensemble.

Performance: This option offers students a course of study emphasizing vocal or instrumental performance, with additional courses in music theory and history. Requirements: four semesters in a performing ensemble (Music 001, 002, 004, 006, 294). one year of music theory (Music 121-122), one semester of music history at the 200 level, and one music elective.

All students minoring in music are encouraged to enroll in private music instruction offered through the Music Department and Continuing Education.

Department of Music

Teacher Certification Program

Massachusetts teachers are certified at three levels: provisional, provisional with advanced standing, and full. The Music Department offers a program leading toward provisional certification with advanced standing. Full certification can be met through the successful completion of a master's program that satisfies the standards as set forth by the Massachusetts Board of Education.

Requirements for provisional certification with advanced standing in music through the University of Massachusetts Boston include a bachelor's degree in music; completion of a prescribed pre-practicum educational component directly related to Standards II through VII of the document; and successful completion of a practicum component.

Requirements for admission to the program include sophomore standing, a cumulative grade point average (GPA) of at least 3.0, and approval of the Music Department faculty.

A handbook describing the requirements for teacher certification in music is available in the Music Department Office.

Honors

Admission to the senior honors program is open to music majors with a 3.0 cumulative grade-point average and a 3.25 average in music courses. The honors project must be approved by the faculty supervisor and the departmental honors committee during the semester before the project is to begin. During the semester in which the project is completed the student must be enrolled in Music 498.

Transfer Credit Policy

The Department puts no limit on the number of transfer credits it will accept but the transfer student must earn at least 15 credits in the major to be taken in residency over a minimum of one academic year.

Courses

Music C110
Listening Experience
A study of the creative processes which shape the musical artwork, emphasizing a broad range of intensive, analytical listening experiences.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music C111
An Introduction to Music
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

C115
World Music
An introduction to the musical traditions of countries throughout the world, embracing the role of music in society, ritual, and culture. Traditional vocal and instrumental styles of folk and traditional music are illustrated through audio and visual materials.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music C241
American Music
The growth and development of American music in both its rural-folk and urban aspects.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Mitchell

Music C252
African and African-American Music
An examination of African-American music (black music) from its African origins to contemporary black musical expression, including work songs, spirituals, minstrelsy, blues, rhythm and blues, and gospel.
Distribution Area: The Arts.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Walters

Music 001
Chorus
The study and performance of music for chorus from the medieval period through the twentieth century. This course may be repeated for credit.
3 Lect Hrs, 2 Credits

Music 002
Chamber Singers
The study and performance of music for the small vocal ensemble. Repertoire ranges from Renaissance madrigals to contemporary music. Limited enrollment. This course may be repeated for credit.
Prerequisite: by audition
3 Lect Hrs, 2 Credits

Music 004
Jazz Band
Analysis, improvisation and performance of jazz. Work in small ensembles. This course may be repeated for credit.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits

Music 006
Orchestra
The study and performance of music for symphony orchestra. Repertoire ranges from classical to contemporary music. This course may be repeated for credit.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits
Mr Mitchell

Music 121
Theory I
An introduction to the fundamentals of tonal harmony: scales, intervals, keys, and triads. Analysis and application of melodic and harmonic structures. (Course offered in the fall only.)
Corequisite: Music 123.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr McFarland, Mr Patterson

Music 122
Theory II
A continuation of Music 121: realization of bass lines in four-part harmony. Basic counterpoint. Principles of voice-leading. (Course offered in the spring only.)
Corequisite: Music 124.
Prerequisite: Music 121.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr McFarland, Mr Patterson

Music 123
Ear Training and Sight Singing I
Interval recognition, rhythmic exercises, and performance of simple melodies from score. (Course offered in the fall only.)
Corequisite: Music 121.
Distribution Area: The Arts.
3 Lect Hrs, 2 Credits
Mr McFarland, Mr Patterson

Music 124
Ear Training and Sight Singing II
A continuation of Music 123. Further score reading and rhythmic exercises. Dictation of moderately simple melodies and introduction to part-singing. (Course offered in the spring only.)
Corequisite: Music 122.
Prerequisite: Music 123.
Distribution Area: The Arts.
3 Lect Hrs, 2 Credits
Mr McFarland, Mr Patterson

Music 131
Elements: Keyboard I
Introduction to the keyboard; hand position, fingering, and reading from score. Major scales, harmonization of melodies; simple pieces. Designed primarily for music majors. (Course offered in the fall only.)
3 Lect Hrs, 2 Credits

Music 132
Elements: Keyboard II
A continuation of major scales, introduction to minor scales, harmonization of melodies with expanded chord vocabulary. Further study of piano technique, including coordination of hands in more complex rhythmic patterns. (Course offered in the spring only.)
Prerequisite: Music 131.
3 Lect Hrs, 2 Credits

Department of Music

Music 185
Applied Music
Private, individualized study of voice and all instruments covering both performing techniques and musicianship. Open to all students upon payment of an additional fee. Twelve hour or half-hour lessons per semester. May be repeated for credit. Students may register for this course through Continuing Education.
Hrs to be arranged, 1 Credit

Please note:

One of the following three required major courses is given each semester.

Music 201
Music History I
A survey of important stylistic and formal developments from the Middle Ages to the early baroque. Liturgical chant, the rise of polyphony, the motet, monophonic and polyphonic secular song, monody, opera and major works of composers from Machaut to Monteverdi. (Course offered every third semester.)
Prerequisite: Permission of instructor.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 202
Music History II
A survey of important stylistic and formal developments from the middle Baroque to the dawn of the Romantic period and the transition to independent genres of instrumental music (sonata, symphony, concerto). Composers whose works are studied include Purcell, Bach, Handel, Haydn, Mozart, and Beethoven. (Course offered every third semester.)
Prerequisite: Permission of instructor.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 203
Music History III
A survey of important trends in music of the nineteenth and twentieth centuries against a background of social, economic, and political change. The art song, piano music, program music, opera, and choral music. Changes in musical language and concepts in the works of Wagner, Debussy, Schoenberg, Stravinsky, Bartok, Ives, and contemporary composers. (Course offered every third semester.)
Prerequisite: Permission of instructor.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 221
Theory III
A continuation of Music 122: further practice in four-part writing, using dominant, non-dominant, and diminished seventh chords. Realization of figured basses and harmonization of melodies. Analysis of binary and ternary forms.
Corequisite: Music 223.
Prerequisite: Music 122.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 222
Theory IV
A continuation of Music 221: advanced four-part writing and the introduction of short tonal compositions in imitation of classic models. Further analysis of complex harmonic and melodic structures.
Corequisite: Music 224.
Prerequisite: Music 221.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 223
Ear Training and Sight Singing III
A continuation of Music 124: more advanced score reading and exercises in complex rhythms. Dictation of chord sequences and melodies.
Corequisite: Music 221.
Prerequisite: Music 124.
Distribution Area: The Arts.
3 Lect Hrs, 2 Credits

Music 224
Ear Training and Sight Singing IV
A continuation of Music 223: emphasis on dictation of harmonic progressions and extended melodies.
Corequisite: Music 222.
Prerequisite: Music 223.
Distribution Area: The Arts.
3 Lect Hrs, 2 Credits

Music 251
The History and Development of Jazz in America
The development of jazz from its origin to the present.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 255
Jazz Harmony and Arranging
An introduction to the fundamentals of jazz theory: scales, modes, chord progressions and voicing. Analysis and application of melodic, harmonic and rhythmic structures through improvisation, composition and arranging in small forms.
Prerequisite: Music 122 or permission of instructor.

Music 294
Chamber Ensemble
The study and performance of chamber music including woodwind quintets, string trios, and piano quartets from the baroque to the present. Focus is on analysis of form and style.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits
Mr Mitchell

Music 300
Masters of Music
A survey of the life, works, and influence of important composers. Topics vary each semester, and are listed in the department's announcement of current course offerings.
Prerequisites: Music 201, 202, or 203.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 320
The History of Song
A study of song style and literature from the medieval period to today.
Prerequisite: Music 202.
3 Lect Hrs, 3 Credits

Music 330
The Music of Court and Chapel
A selective repertoire of music from the Middle Ages through the late eighteenth century with particular emphasis on the court and ecclesiastical milieu which frequently determined its development. Emphasis on the social status of composers, the audience for which they wrote, and the influence of patronage on the repertoire.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 334
The History of Musical Instruments
The art and technology of musical construction from the Middle Ages to the present. Representative repertoire is used to illustrate particular instruments in solo and ensemble contexts.
Prerequisite: Music 201, 202, or 203; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 335
Opera
The musical, literary and scenic components of opera from 1600 to the present with special attention to the works of Monteverdi, Handel, Mozart, Verdi, Wagner and Puccini.
Prerequisite: Music 201, 202, or 203; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 340
Instrumental Methods and Literature in the Teaching of Music
Designed for the prospective music teacher of grades 5-12. The development of effective lesson plans for the teaching of music in the areas of singing, listening, instrumental activities, vocal activities, and creative activities. Attention will be given to concepts of related disciplines such as philosophy, psychology, and sociology with their implication for music education. The course includes field work and instruction in testing and measurement.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Mitchell

Department of Music

Music 341
Choral and General Music Methods and Literature
Choral and general music in public and parochial schools. This course deals with all aspects of leading choral and general programs in grades N-12. Topics include history and philosophy, psychology, teaching methods, foreign approaches, (Orff, Kodály, Dalcroze, Suzuki), lesson planning, literature, and joining the profession.
Prerequisites: Junior standing; admission to the music education program.
3 Lect Hrs, 3 Credits
Mr Mitchell

Music 342
Conducting
An introduction to the fundamentals of conducting: the baton, beat patterns, posture, gestures, score study, and rehearsal techniques.
Prerequisite: Junior standing, Music 122.
3 Lect Hrs, 2 Credits
Mr Mitchell

Music 353
The History of Performance
A study of music literature through the conventions that govern its performance. The course examines notation, musical instruments and ensembles, the role of improvisation, and changing musical tastes, all in relation to repertoires from the Middle Ages to the present. Topics also include the development of the public concert and of conducting.
Prerequisites: Music 201, 202, 203.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 354
The Symphony
A survey of the symphony and symphonic poem from the first half of the eighteenth century to the present. Analysis of representative trends and major works with attention to the evolution of the orchestra and the public concert.
Prerequisite: Music 202 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Dyer

Music 381
Counterpoint
The principles of melodic lines and their combination. Imitation, canon, and fugue in two and three voices.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

Music 382
Form and Analysis
Analysis of simple and complex structures in traditional and experimental music.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

Music 391
Orchestration
A study of the range and timbre of instruments. Practical ways of combining instruments. Discussion of mass, texture, and sound.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Mitchell

Music 393
An Introduction to Composition
Original composition. Studies in the nature of melody, harmony, rhythm, and structure.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Mr Patterson

Music 399
Pre-Practicum in Music
Field experience consisting of observation and limited assistance in selected public school music programs. This, coupled with the pre-practicum experience taken with required courses of the Provisional Teacher Certification Program, fulfills the pre-practicum requirement established by the Commonwealth of Massachusetts. This course is offered every semester.
Corequisite: Enrollment in Music 341
3 Lect Hrs, 1 Credit
Mr Mitchell, Mr Walters

Music 401
Class Instruction in Strings
Intensive class instruction in the fundamentals of string technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: Music 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

Music 402
Class Instruction in Woodwinds
Intensive class instruction in the fundamentals of woodwind technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: Music 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

Music 403
Class Instruction in Brass
Intensive class instruction in the fundamentals of brass technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: Music 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

Music 404
Class Instruction in Percussion
Intensive class instruction in the fundamentals of percussion technique. This course offers preparation for teaching instrumental music at the secondary level.
Prerequisite: Music 222 and permission of instructor.
2 Lect Hrs, 2 Credits
Mr Mitchell

Music 479
Independent Study
Open to advanced students who wish to do intensive work on a particular topic. A written outline of the project must be submitted to the prospective instructor well in advance of the beginning of the semester in which the project is to be done. An extended written paper is the normal outcome of such a project.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

Music 490
Honors in Music
The honors project is an important creative effort that culminates in a recital of original compositions, a senior recital, or a document embodying scholarly research. The project must be approved, during the semester before the project is to begin, by the student's faculty supervisor and by the departmental honors committee.
Prerequisites: 3.0 overall GPA; 3.25 in Music Department courses; senior standing; approval of the department.
Hrs by arrangement, 3 Credits

Music 498
Senior Honors
An opportunity for seniors to work with a faculty advisor on an individualized, advanced project. The senior honors project may be either a major creative effort leading to a recital/portfolio of original compositions, a senior recital, or a written research project in music theory or history.
Prerequisites: Senior standing and permission of the departmental honors committee.
Hrs by arrangement, 3 Credits

New England Historical Archaeology Program

Director

Associate Professor Stephen Mrozowski

The Program

The Program in New England Historical Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of History and Art. It is designed for both matriculated and non-matriculated students with interests in history, avocational archaeology, preservation of historic sites, and cultural resource management. It provides a basic education in archaeology and New England history, and more specialized training in historical archaeology, public archaeology, and field techniques. The program may be comfortably completed in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

Course Requirements

Introductory Level: 2 courses

1. Anth 102 (Introduction to Archaeology and Biological Anthropology)
2. Hist 265 (American History I)

Intermediate Level: 3 courses

1. Anth 240 (Historical Archaeology)
2. Anth 241 (Archaeological Method and Theory)
3. One course selected from among the following:

Art 254	(American Architecture)
Hist C121/C122	(History of Technology I and II)
Hist 266	(American History II)
Hist 370	(American Colonial History: The Earliest Settlement to 1763)
Hist 371	(Age of the American Revolution, 1763-1789)
Hist 372	(The Early Republic)
Hist 374	(The Age of Jackson and Lincoln)
Hist 382	(Ideas and Society)
Hist 391	(American Technology)
Hist 395	(History of Boston)

Advanced Level: 4 courses

1. Hist 481 (Seminar in American History)
2. Anth 485 (Field Seminar in Archaeology), OR
   Anth 478, 479 (Independent Study) (in applied laboratory and archival techniques)
3. Anth 615 (Public Archaeology)
4. Anth 625 (New England Historical Archaeology)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to complete a program in New England Historical Archaeology. Required courses may not be taken pass/fail after a student has entered the program.

Transfer Credit Policy

Students who enter the program with academic training or experience which is equivalent to the introductory level courses in History (265) or Anthropology (102) will be allowed to replace these courses with electives chosen from the list of intermediate-level electives above or, with their advisor's permission, from among appropriate history or anthropology courses in the broader context of the development of American culture, such as those which deal with the European, Latin American, or African contributions to American society and history. In addition, students will be allowed to satisfy two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits, and substitutions may be granted by the director of the program in consultation with the student's advisor. In cases where experience is being credited, the director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the program director or the Department of Anthropology.

New England Prehistoric Archaeology Program

Director

Professor Barbara Luedtke

The Program

The Program in New England Prehistoric Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of Art, Biology, and Geography. It is designed for both matriculated and non-matriculated students with interests in American Indian history, avocational archaeology, the preservation of American Indian heritage, and cultural resource management; it provides basic training in archaeology and geology, and more specialized training in prehistoric archaeology, public archaeology, and field techniques. The program can be completed comfortably in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

Course Requirements

Introductory Level: 1 course

1. Anth 102 (Introduction to Archaeology and Biological Anthropology)

Intermediate Level: 2 courses

1. Anth 241 (Archaeological Method and Theory)
2. Anth 332 (Prehistory of New England)

Advanced Level: 2 courses

1. Anth 485 (Field Research in Archaeology), or
   Anth 478-79 (Independent Study) (in applied laboratory techniques)
2. Anth 615 (Public Archaeology)

Elective Requirements: 4 courses

Department of Philosophy

New England Prehistoric Archaeology Program

Four courses must be selected from among the following electives:

Anth 234	(New World Prehistory)
Anth 240	(Historical Archaeology)
Anth 250	(Hunter-Gatherer Cultures)
Anth 270	(Indians of North America)
Anth 478-479	(Independent Study) OR
Anth 485	(Field Research in Archaeology) (whichever was not taken to meet the requirement above)
Anth 625	(New England Historical Archaeology)
Art 293	(Photography)
Biol 613	(Archaeological Botany)
Geog 110	(Physical Geology)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to complete a program in New England Prehistoric Archaeology. Required courses may not be taken pass/fail after a student has entered the program.

Transfer Credit Policy

Students who enter the program with academic training or experience which is equivalent to the introductory level course (Anth 102) will be allowed to replace this requirement with a fifth elective selected from the list of courses above. In addition, students will be allowed to satisfy up to two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with even more extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits and substitutions may be granted by the director of the program in consultation with the student's advisor. In cases where experience is being credited, the director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the program director or the Department of Anthropology.

Faculty

Lawrence Foster, Professor and Chair; Professors Lawrence Blum, Jennifer Radden, Robert Shope, Robert Swartz; Associate Professors Martin Andic, Arthur Millman, Janet Farrell Smith, Lynne Tirrell; Assistant Professor Ananyo Basu

The Department

The Philosophy Department offers three major programs, a minor, and a program of study in philosophy and law. Each is intended for students with special interests in philosophy:

The *Standard Major* provides sound training for those who anticipate graduate work in the field or wish to acquire a general and comprehensive knowledge of the basic historical and systematic themes in philosophy.

The major in *Ethics and Social and Political Philosophy* is intended for students who have a specific concern with questions of value as they apply to individuals, society, and the state. It provides a broad outlook on these problems and attempted solutions to them, but should not in general be considered the best preparation for graduate work in philosophy. It will, however, serve as a good liberal arts base for careers in politics, the law, or social service.

The third program is the major in *Philosophy and Public Policy*. This course of study is designed for students interested in the application of philosophical ideas and tools to the analysis of current public policy debates. Its interdisciplinary approach combines a solid preparation in political philosophy with courses from this and other departments that introduce particular public policy issues. This major prepares students for eventual careers in government, politics, and law.

The minor in philosophy, open to any UMass Boston student, offers the opportunity to get acquainted with some important issues in this field while pursuing another major.

The program of study in philosophy and law is also open to all UMass Boston students as a supplement to their major. This interdisciplinary program provides strong preparation and important background for students interested in attending law school or pursuing law-related careers. See the "Study in Philosophy and Law" section of this publication.

The Philosophy Department attempts to provide meaningful and effective advising. Each of the major programs has a special advising plan and students are urged to take advantage of it. A student who intends to sign up as a major in one of these programs should contact the department chairperson, who will discuss the advising component of the program.

Requirements and Recommendations

The Philosophy Department offers courses at four levels of undergraduate study:

100-level courses

Courses at the 100 level are typically open to freshmen. They presume no previous course work in philosophy and do not presume completion of the CAS freshman writing requirement (English 101-102 or equivalent).

200-level courses

Courses at the 200 level are typically open to sophomores. They presume completion of an introductory-level philosophy course or course work in subjects related to the course topic or familiarity with philosophical issues. These courses also presume some previous instruction in writing.

300-level courses

Courses at the 300 level are typically junior and senior level courses. They normally presume completion of one or two philosophy courses and the CAS freshman writing requirement. These courses are generally either less specialized or less advanced than 400-level courses.

400-level courses

Courses at the 400 level are typically junior and senior level courses. They presume completion of one or two philosophy courses and the CAS freshman writing requirement, and generally they focus on specialized or more advanced topics.

600-level courses

These are graduate courses, open to juniors and seniors with the permission of the instructor.

These categories are guides to aid students in course selection, rather than prerequisites. Prerequisites for courses are listed with the course descriptions.

Standard Philosophy Major

Standard Philosophy majors are required to take:

1. Phil 100 (Introduction to Philosophy), Phil 120 (Introduction to Logic), Phil 211 (Ancient Philosophy), Phil 212 (Modern Philosophy),
2. Six additional courses in philosophy, including at least three numbered 300 or higher.

Note: Phil 478, 479, and 601 do not normally count toward the satisfaction of the 300-level or higher major course requirements.

Note: No more than two 100-level courses may be counted toward the major.

Department of Philosophy

Ethics and Social and Political Philosophy Major

Requirements for the Ethics and Social and Political Philosophy major are Phil 100 (Introduction to Philosophy), and nine additional courses. Of these, five must be distributed among the three areas listed below, and must include at least one from each area. Three of the nine courses must be at the 300 level or higher. No more than two 100-level courses may count toward the major.

Note: Phil 478, 479, and 601 do not normally count toward the satisfaction of the 300-level or higher major course requirements.

Distribution areas

1. *History of Ethics and Social and Political Philosophy.* This area includes Phil 216 (The History of Ethics), Phil 218 (Major Social and Political Thinkers), and Phil 465 (Kant's Moral Philosophy and its Major Critics).
2. *Theory of Ethics and Social and Political Philosophy.* This area includes Phil C209 (Individual and Community), Phil 230 (Philosophy and Feminism), Phil 280 (Social and Political Philosophy), Phil 290 (The Philosophy of Law), Phil C295 (Egoism and Altruism), Phil 333 (Ethical Theory), Phil 337 (Third World Political Philosophy), and Phil 450 (Rights).
3. *Problems in Ethics and Social and Political Philosophy.* This area includes Phil C108 (Moral and Social Problems), Phil 210 (The Philosophy of Education), Phil 215 (Philosophical Foundations of Public Policy); Phil 220 (Environmental Ethics), Phil 222 (Moral Issues in Medicine), Phil 232 (Philosophy and Multiculturalism), Phil C265 (Sanity and Madness), Phil 287 (Equality), and Phil 307 (Technology and Values).

Other

The following courses often or usually count toward the ethics and social and political philosophy major: In area 1: Phil 211 (Ancient Philosophy), Phil 227 (Existentialism), Phil 351 (Plato), Phil 457 (Kierkegaard); in Area 3: Phil 305 (Philosophy and Literature).

A student may petition to count one (but only one) course in another department or interdisciplinary program toward fulfillment of the ethics and social and political philosophy major requirements. The course must bear a close relation to the concerns and methods of the major.

Major in Philosophy and Public Policy

In order to major in philosophy and public policy students must take 12 courses, of which at least 3 are at the level of 300 or above, and which must include:

1. Phil 100 (Introduction to Philosophy) or C108 (Moral and Social Problems) or C209 (Individual and Community)
2. Phil 215 (Philosophical Foundations of Public Policy)
3. Phil 450 (Rights)
4. At least one of the following applied philosophy courses:
   Phil 210 (Philosophy of Education)
   Phil 221 (Business and Management Ethics)
   Phil 222 (Moral Issues in Medicine)
   Phil 223 (Psychiatry, Law, and Public Policy)
   Phil 232 (Philosophy and Multiculturalism)
   Phil 287 (Equality)
   Phil 307 (Technology and Values)
5. Two policy related cognate courses offered by other departments and programs from a list including but not limited to:
   Anth 258 (Anthropology and Social Issues)
   BlkSty 320 (Problems in Urban Education)
   Econ 215 (Philosophical Foundations of Public Policy)
   PolSci 203 (Public Policy)
   PolSci 347 (Politics, Social Choice, and Public Policy)
   Sociol 250 (Social Policy)
   WoSt 330 (Women and Public Policy)

Note: Phil 478, 479, and 601 do not normally count toward the satisfaction of the 300-level or higher major course requirements.

6. At least two courses from the following offerings in the history and theory of social philosophy:
   Phil C265 (Sanity and Madness)
   Phil C295 (Egoism and Altruism)
   Phil 216 (The History of Ethics)
   Phil 218 (Major Social and Political Thinkers)
   Phil 230 (Philosophy and Feminism)
   Phil 280 (Social and Political Philosophy)
   Phil 290 (The Philosophy of Law)
   Phil 302 (Topics in Educational Theory and Philosophy)
   Phil 351 (Plato)
   Phil 410 (Feminist Legal Theory)
   Phil 452 (Aristotle)
   Phil 465 (Kant's Moral Philosophy and Its Critics)
7. Senior directed study (to be undertaken in the final year as a 3-credit independent research project supervised by a faculty member of the Philosophy Department).

Note: No more than two 100-level courses may be counted toward the major.

Optional internships will be arranged for those majors wishing to experience public policy making at state, city, or local levels of governments.

Students interested in any of these philosophy major programs must get approval from the Philosophy Department, and must sign up for them by title with the Office of Registration and Records.

The Minor

Philosophy minors must take at least six courses offered by the department. These must include Phil 100 (Introduction to Philosophy) and at least two courses numbered 300 or higher. No more than two courses at the 100 level may be included in the required six. Students will be assigned advisors upon notifying the Philosophy Department that they will be minoring in philosophy. Each student's advisor will recommend course sequencing at intermediate and advanced levels suitable to the student's needs and major program. For example, students majoring in political science may be advised to take courses relating to social and political philosophy, while students majoring in English or concentrating in linguistics may be advised to take logic before proceeding to intermediate and advanced courses.

The Program of Study in Philosophy and Law

This interdisciplinary program, administered by the Philosophy Department in collaboration with the Legal Services Center of the College of Public and Community Service, is open to all students regardless of their major. As a supplement to a major, it is especially appropriate for students interested in the philosophical and moral aspects of the law, and for those considering law school or the pursuit of law-related careers. Philosophy majors can count the philosophy courses required for the program toward any of the three philosophy majors. Students in the program are required to complete eight courses including four philosophy courses (Introduction to Philosophy; Logic; Philosophy of Law; and either Rights or Feminist Legal Theory), two courses from the Legal Services Center (Legal Reasoning and Research, and Legislative Labyrinth), and two electives to be chosen from a list of courses offered by the Legal Services Center and the Departments of Africana Studies, History, Political Science, and Sociology.

Transfer Credit Policy

No more than five transfer courses are normally accepted toward the major requirements in philosophy. All majors are required to complete at least three courses at the 300 level or above in the Philosophy Department at UMass Boston.

Department of Philosophy

Courses

Phil C108
Moral and Social Problems
Important moral and social issues of current concern are examined and debated. The course covers several problems each semester from a list including criminal punishment, war, abortion, racism, violence, the death penalty, private property, sexism, animal rights, the environment, and hunger.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Phil C205
Inquiry and Investigation
Examination of the structure, powers, and limitations of science as a systematic way of inquiring into the nature of physical, human, and social reality. Readings from Hempel, E Nagel, Kuhn, Feyerabend, Hanson, Toulmin, and Reichenbach.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Millman and Staff

Phil C208
Existential Themes in Philosophy and Literature
This course introduces the area of philosophical and humanistic studies by means of a consideration of existentialist ideas in both literature and philosophy. Issues will be chosen from a list including the self in relation to others; authenticity, self-deception, and bad faith; freedom and responsibility; death and the meaning of life; and the possibility of objective knowledge.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Tirrell and Staff

Phil C209
Individual and Community
This course is a thematic introduction to methods and ideas central to philosophical and humanistic inquiry. The course will take up a series of ideas and thinkers linked by their relation to the theme of the individual in his or her relation to the community. Questions to be explored include: What sort of thing is a community? Are there fundamentally different kinds of communities? What rights and obligations do communities and individuals have over and to each other?
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Smith and Staff

Phil C265
Sanity and Madness
This course looks at a number of questions about insanity or 'madness': What it is like, how it should be described and regarded, therapeutic and curative responses to it, and what special treatment—if any—its sufferers deserve. We pay particular attention to the claims of the so-called "anti-psychiatry" movement, to Foucault and contemporary post-modernist writing, and to feminist analyses of the relation between madness and gender.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Radden

Phil LC270 (PolSci LC270)
The Darwinian Revolution
This course introduces the area of historical and cultural studies through an examination of the origin, development, and impact of evolutionary theories. Topics may include the concept of progress; the tradition of natural theology; materialism; evolutionary thought before Darwin; the relation of Darwin to political economy; natural selection and Darwin's Origin of Species; evolution and revolution in society; Social Darwinism; science and religion; controversies about eugenics, sociobiology, and creationism.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Millman, Ms Paul

Phil C295
Egoism and Altruism
This course explores the phenomena of egoism and altruism in light of two perennial concerns of ethical theory: Do we always act ultimately only for our own benefit? Do we have an obligation or reason to care about the welfare of others? Topics and readings include: The historical debate (Hobbes, Butler, Freud, Colin Turnbull). The desirability of egoism (Ayn Rand, W Somerset Maugham, The Moon and Sixpence.) Women and altruism (Anna Freud, Jean Baker Miller). "Psychological egoism" (J Rachels, CD Broad). The nature of care and sympathy (Adam Smith, Max Scheler, M Mayeroff). Sociobiology and altruism (EO Wilson, Mary Midgley). Altruism and society: the case of giving blood (RH Titmuss, Peter Singer). Social psychology and altruism (Darley and Latane). Universal and conditional love (Kierkegaard, L Blum). In addition to standard philosophical readings, the course makes use of material from literature, anthropology, biology, psychology, and sociology, exploring their contribution to an understanding of egoism and altruism.
Prerequisite: One course in philosophy.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Blum

Phil 100
Introduction to Philosophy
An introductory examination of the problems and scope of philosophy.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 120
Introduction to Logic
The study of valid reasoning using formal methods of proof with truth functions, deductions, and quantifiers. Analysis of the logical structure of language related to philosophical questions of truth, paradox, and reference.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Phil 210
The Philosophy of Education
Philosophical ideas and concepts relevant to the nature and aims of education.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 211
Ancient Philosophy
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and neo-Platonists, with emphasis on Plato and Aristotle. (Course offered in the fall only.)
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Andic and Staff

Phil 212
Modern Philosophy
The views of the continental rationalists—Descartes, Spinoza, Leibnitz—and the British Empiricists—Locke, Berkeley, Hume—in relation to general intellectual developments from the Renaissance to the Enlightenment. (Course offered in the spring only.)
Prerequisite: Phil 100.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 213
Nineteenth Century Philosophy
An exploration of the works of such major European thinkers of the nineteenth century as Hegel, Kierkegaard, Dostoevsky, Nietzsche, Feuerbach, Marx, and Mill.
Prerequisite: Phil 100.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 215
Philosophical Foundations of Public Policy
This course explores several central philosophical frameworks underlying contemporary public policy debates, including various conceptions of social justice and human rights, utilitarian theory and decision theory. The role of philosophy in public policy will be illustrated through an analysis of such contemporary issues as foreign policy and human rights, tax policy, cost benefit analysis, environmental and health care issues.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Radden and Mr Millman

Phil 216
The History of Ethics
This course focuses on four or five philosophers whose impact on the development of Western thinking about ethics has been substantial, e.g., Plato, Aristotle, Hume, Kant, and Nietzsche. The following are the sorts of questions with which they were preoccupied, and upon which we focus in reading them: Is there a single ideal life which all human beings should strive to live—and if so, what does it consist in? What are the virtues that human beings should exemplify? Why should one live a moral life? Are there objective moral standards—and if so, how does one discover what they are? What roles do reason and the emotions, respectively, play in the moral life? Special attention is given to the role that one's metaphysical views and one's views of human nature play in shaping one's theory of ethics.
Prerequisite: Phil 100, or C108, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 218
Major Social and Political Thinkers
The primary concern of this course is historical: the elucidation of the political and social theories of some of the major figures of the Western tradition (e.g., Plato, Machiavelli, Hobbes, Rousseau, and Marx). Stress will be put on the continuing relevance of these philosophers and political scientists.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 220
Environmental Ethics
An examination of humanity's place in the natural world and its implications for ethics. Topics include the environmental crisis and the need for a new environmental ethic, the ethical dimensions of environmental policy issues, human-centered ethics, obligations to future generations, the intrinsic value of the natural world, animal rights, wilderness, and preservation of species.
Prerequisite: Phil 100 or Phil C108, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Millman and Staff

Phil 221
Business and Management Ethics
An examination of the principles and theories of ethics applied to the problems of business, management, and industry at the decision-making level. Ethical analysis of cases involving issues such as conflict of interest, whistleblowing, corporate social responsibility, and codes of ethics.
Prerequisite: Phil 100 or C108, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 222
Moral Issues in Medicine
Concepts of health, illness and healing, under different paradigms of medicine. Is medicine an art or science? What is the impact of medical technology on human life and death? What is considered 'natural'? Attention is given to issues in human reproduction (e.g. in vitro fertilization, conception, abortion). Questions of authority, accountability in doctor-patient relationships, patient advocacy, self help, right to health care or to refuse treatment. Social and political questions of health care organization.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Smith and Staff

Phil 223
Psychiatry, Law, and Public Policy
Such topics as involuntary hospitalization, rights to refuse and receive treatment, institutionalization and deinstitutionalization, competence to stand trial, and the insanity defense are considered through an examination of case law, statutes, policy, and practice respecting the mentally disturbed. Theories of responsibility, rights, privacy, paternalism, and freedom will also be discussed.
Prerequisite: One introductory-level course in philosophy or law and justice, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Radden

Phil 224
The Philosophy of Art
Late twentieth-century art has insistently challenged us to come to terms with our understanding of the very nature of the art work. This course is a survey of the major theories of the nature of art, with special emphasis on the views that art is a matter of representing or imitating reality, that art is a form of catharsis, that art is a matter of the expression of emotion, that art is a special kind of symbolic form. We will also address questions such as the role of art history in a theory of aesthetic interpretation, the problem of forgery, the issue of artistic responsibility and the recent debates over censorship of the arts.
Prerequisites: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Tirrell, and Staff

Phil 225
The Philosophy of Religion
An application of imagination and reasoning in order to appraise the strengths or weaknesses of famous arguments concerning the relation of faith to reason and the existence or non-existence of a western type of God, in view of natural evil and of the rise of science. Discussion of the significance of reports of miracles and of mystical and religious experiences.
Prerequisite: Phil C108 or 100, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Shope and Staff

Department of Philosophy

Phil 227
Existentialism and Phenomenology
An inquiry into the broad philosophical movement of existentialism, through a reading of major existentialist thinkers including Sartre, Beauvoir, Camus, Merleau-Ponty, Marcel, Kierkegaard, Jaspers and Heidegger. Topics to be discussed include authenticity and freedom, self-deception, the absurd, the critique of Cartesianism, subjectivity and objectivity, and death and the meaning of life.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 230
Philosophy and Feminism
Different philosophical theories of feminist issues, including women's rights, whether women have a separate or special place in the family and social order, gender differences and biological factors in human nature, theories of patriarchy, how gender and world view are related. Readings from classical and contemporary philosophers and feminist thinkers.
Note: At least one course in philosophy and one course in women's studies are recommended, though not required.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Tirrell and Staff

Phil 232
Philosophy and Multiculturalism
The course explores the philosophical dimension of some of the issues central to the current debates concerning multiculturalism in society. We will explore three or four of the following issues: cultural respect; ethnic and racial identities; speech codes; cultural and moral relativism; multiculturalism, separatism, and unity.
Prerequisites: One course in philosophy or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Blum

Phil 280
Social and Political Philosophy
Representative problems and themes of social and political philosophy, especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract. These topics are explored through the work of classical and contemporary political and social philosophers.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 287
Equality
Examination of the ideals of social equality and equal respect in the context of actual inequalities of gender, race, and sexual orientation. Topics are drawn from the following: The nature of equality; racism and racial inequality; justice and the division of labor in the family; sex roles; affirmative action; sexual harassment; sexual orientation and the family; sameness, difference, and equality.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Blum

Phil 288
Capitalism and Socialism
A comparative study of the philosophical foundations of two major systems of economic production and distribution. Through readings of representative authors the course will focus on the values embodied in each system. For example: equality, justice, civil liberties, cooperation, and individual initiative. The nature and importance of underlying assumptions about human needs and desires will also be considered.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 289
Marxist Philosophy
A philosophical exploration of the thought of Karl Marx, based on a reading of his early and mature works. Topics to be discussed are idealism and materialism; the relation between theory and practice; dialectic; alienation; ideology; class; the analysis of capitalism; reification; and some contemporary theories, including critical theory and socialist feminism. Other theorists to be read include Lenin, Engels, Mao Tse Tung, Lukács, Braverman, EP Thompson, Marcuse, and Gorz. (Course not offered 1998-99.)
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 290
The Philosophy of Law
This course explores fundamental questions concerning the nature of law and the relation between law and justice. It examines questions concerning the source of the obligation to obey law, the limits of the obligation to law, and the moral conditions that make law possible. This exploration leads to an examination such of different judicial philosophies of constitutional interpretation as original intent, judicial restraint, and judicial activism. The course continues with a study of some perplexing questions about the meaning of equality and justice as they arise in legal cases dealing with race and gender. Some offerings of this course conclude with an exploration of the moral basis of international law by way of a critical analysis of the Nuremberg Trial.
Prerequisite: At least one course in philosophy or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Foster

Phil 297
Asian Philosophy
This course introduces students to some of the principal philosophical traditions of India and China. It examines the belief-systems of Hinduism and Buddhism in both India and China, as well as Taoism. Participants also explore in somewhat more detail the Hindu school of Advaita Vedanta in the work of Sankara, and the Madhyamika Buddhism of Nagarjuna. Traditional topics to be addressed include metaphysics, the theory of self (or not-self), relations of world and mind, the status of God (or the lack thereof), the situation of women in these religions, the goal of philosophy, and others. Comparisons among these traditions and with Western thought are attempted and encouraged, but no prior knowledge of specific traditions is assumed.
Prerequisite: Some background in Western philosophy.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Basu

Department of Philosophy

Phil 302
Topics in Educational Theory and Philosophy
Designed for students with some background in philosophy. This course focuses on one or more problems in philosophy of education, examples of which are: the nature of teaching and learning, the justification of educational decisions, the aims and content of political, moral and religious education, the relationship between education and society, and the nature of a liberal education. (Course not offered 1998-99.)
Prerequisite: Phil 100 or permission of the instructor.
3 Lect Hrs, 3 Credits

Phil 303
Simone Weil
Simone Weil (1909-1943) was a French philosopher, political activist, Christian thinker and critic of Western culture. The course will focus on Weil's writings about politics, work, Marxism, God, affliction, love, power and oppression, the individual and collectivity, science and technology, Plato and Greek culture, philosophy, and truth.
Prerequisites: One course in philosophy, junior standing, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Andic, Mr Blum

Phil 305
Philosophy and Literature
A study of concepts such as self-knowledge, knowledge of others, sympathy, freedom, happiness, fantasy, selfishness, self-deception, pleasure, feeling and desire as they find expression in works of literature. Readings will be selected from such works as Middlemarch by George Eliot, Anna Karenina by Tolstoy, The Brothers Karamazov by Dostoevsky, Red and Black by Stendhal, Remembrance of Things Past by Proust, and Under the Net by Iris Murdoch.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Andic

Phil 307
Technology and Values
The impact of technology on contemporary values, and the ethical issues arising out of technology. Topics include global distributive justice; environmental ethics; recombinant DNA technology; and rational methods of technology assessment such as risk-benefit analysis.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Millman

Phil 311
Medieval Philosophy
A survey of major medieval philosophers, chiefly Augustine, Boethius, Anselm, Aquinas, Eckhart, and Nicolas of Cusa, with emphasis on their theories of self-knowledge, wisdom, goodness, happiness, love, truth, freedom, being, language, intellect and reason, eternity, time, and man as an image of God.
Prerequisite: Phil 211 (Ancient Philosophy) or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Andic

Phil 314
Contemporary Analytic Philosophy
This course deals with some major trends in analytical philosophy in the twentieth century. It examines such movements as logical atomism, logical positivism, ordinary language philosophy, contemporary pragmatism, and irrealism, in order to explore their emphasis on the role of language in the formulations of solutions to traditional problems in epistemology, metaphysics, and ethics. The course also explores current debates over relativism. Readings include the work of such philosophers as Russell, Carnap, Ayer, Austin, James, Quine, Goodman, and others. Some knowledge of logic is desirable.
Prerequisite: Phil 100, and one additional philosophy course at or above the 200 level; or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Foster

Phil 327
Meaning and Being
Exploration of themes in recent European philosophy, such as the self and the social world, anti-Cartesianism, subjectivity, language, and embodiment. Special attention to the life-world, being-in-the-world, and forms of life. Readings from such philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty and Wittgenstein. The course is an appropriate sequel to Phil 213 or Phil 227.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 333
Ethical Theory
A study of some of the major contemporary approaches to issues of right and wrong, good and bad, and good character: utilitarianism, deontology, the ethics of care, virtue ethics, feminist ethics, and issues of current importance in ethics—relativism, moral excellence, gender differences in morality. A systematic rather than historical approach. (Course offered about every two years.)
Prerequisite: Phil 100.
3 Lect Hrs, 3 Credits
Mr Blum

Phil 337
Third World Political Philosophy
A study of African, Caribbean, and Afro-American theorists and perhaps a couple of Asian theorists. Topics include theories of race and racism, post-colonial theories, third world Marxism, racial and cultural nationalism, third world women's issues, identity issues, and contemporary debates in African philosophy. Thinkers studied include Nkrumah, Senghor, Garvey, DuBois, Cabral, Fanon, and Appiah, among others.
Prerequisite: Philosophy 100 or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Basu

Phil 344
The Philosophy of Mind
The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: Phil 100 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Shope

Phil 345
Theory of Knowledge
Knowledge—its nature, forms, methods, scope, and validation. What are the relations of knowledge and justification to sense experience? For example, does knowledge of our surroundings rest upon a foundation of sense experience? Is knowledge of the so-called "truths of reason" in some way independent of evidence provided by sense experience? How is a body of knowledge related to an individual knower? Does the justification of one's beliefs depend upon what psychology reveals about the reliability of methods for acquiring the beliefs? Readings from contemporary sources.
Prerequisite: One philosophy course numbered 200 or above, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Shope

Phil 346
The Philosophy of Science
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Millman

Phil 347
Problems of Metaphysics
Ideas such as substance, causality, mind and body, and free will, as they appear in several major metaphysical systems.
Prerequisite: Any philosophy course numbered 200 or above.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 350
Rationality and Ritual
This course focuses on the controversy about the proper way to interpret traditional magico-religious thought and ritual. It explores, on the one hand, the claim that traditional thought can be correctly viewed as analogous to scientific thought, that it is a product of a theoretical model building process. The course also examines, on the other hand, the claim that ritual, unlike science, can be more correctly and fruitfully viewed as essentially expressive and symbolic. This view holds that ritual is more like the arts than like science,
in that its function is to dramatize experience rather than to analyze it. As part of these investigations, the course also raises and examines issues of rationality, relativism, the 'primitive mind', and the differences between science and art, description and expression. Readings are drawn from the writings of such anthropologists and philosophers as Beattie, Evans-Prichard, Horton, Vogt, Feyerabend, Goodman, Hollis, Kuhn, Lukes, Quine and others.
Prerequisites: Phil 100 or one intermediate level course in philosophy, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Foster

Phil 351
Plato
Plato's ethics, metaphysics, and theory of knowledge in the Phaedo, Republic, Theaetetus, Cratylus, Parmenides, Sophist, and Statesman and Philebus, as a solution to problems raised by his predecessors, notably Pythagoreans, Heraclitus, Parmenides, and the Sophists.
Prerequisite: Phil 211, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Andic

Phil 357
Kierkegaard
Theories of meaning, truth, knowledge, good and freedom, in the aesthetic, ethical, and religious works of Kierkegaard, in contrast to those of Plato, Lessing, Kant, Hegel, and Simone Weil.
Prerequisite: Phil 100, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Andic

Phil 360
Bertrand Russell
Russell's contributions to philosophy of language, logic, theory of knowledge, and science. His relations with other philosophers (Frege, Wittgenstein, William James) and twentieth century intellectual issues (pacifism, secular humanism).
3 Lect Hrs, 3 Credits
Ms Smith

Phil 388
Moral Issues
Application of advanced philosophical techniques to case studies and philosophical issues concerning three or four interrelated moral issues, such as suicide, self-defense, capital punishment, abortion, and euthanasia. Emphasis on contemporary sources with some consideration of the views of classical philosophers. Approximately one month is spent on each issue.
Prerequisite: Phil 100 or C108, or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Swartz, Ms Smith, and Staff

Phil 410
Feminist Legal Theory
This course focuses on several ways that feminist philosophy forces reconsideration of basic philosophical tenets and practices of American law. Key areas of feminist concern to be addressed include articulating and interpreting the demand for equality in light of questions about the ways in which the situations of men and women are the same or different; and understanding the significance of abortion, sexual harassment, and rape. Key areas of the law on which these concerns put pressure include equality as sameness, the distinction between public and private, the presumption of innocence, and the appeal to "what any reasonable man would believe" as a standard in law.
3 Lect Hrs, 3 Credits
Ms Tirrell

Phil 430
Literary Theory and Critical Theory
This course presents contemporary literary theory in connection with related developments in contemporary philosophy of language. Philosophy of language asks: What is it for a set of signs or symbols to have meaning? How is meaning, in general, possible, and how is it that a particular set of signs can have a particular meaning? What is a language? What is the relation between the sign and the signifier, the word and the object? What is the relation between writing, speech, and being? Literary theory and critical theory ask: What is a literary text? What is a genre and why do we distinguish them? What is an author? What is interpretation? Is paraphrase (saying the same thing two different ways) really possible? What is the role of the critic? How do the norms governing interpretation help to shape the "reality" that is interpreted? Readings range from ordinary language philosophy (e.g., Wittgenstein, Austin, Searle) to structuralism to new criticism to reader-response theory, deconstruction, and post-structuralism.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Tirrell

Phil 437
Topics in Feminist Theory
This course is an advanced discussion of a current topic or topics in feminist theory. It is designed for students with some background in philosophy and in feminist theory. Some sample topics are feminist ethics, feminist epistemology, feminist and social constructivist theories of the self, feminist social and political theory. A Philosophy Department booklet lists current topics.
Prerequisite: Phil 230 or permission of Instructor. 3 Lect Hrs, 3 Credits
Ms Tirrell

Phil 440
Logic and Language
Topics in philosophy of language and logic: theory of reference, meaning, relation between language and reality, role of logical analysis of language in Russell's theory of descriptions and its critics, liar paradox and theory of truth, Chomsky's views on language and mind, and the relation between language and culture. Readings in current philosophy and linguistics. Course satisfies linguistics program requirements.
Prerequisites: Two philosophy courses, including one in logic, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith

Phil 450
Rights
This course examines a range of contemporary theories, including those of Rawls, Nozick, Feinberg, and Dworkin. It outlines the classical tradition, and introduces the work of legal positivists like Austin and Hart. Emphasis is placed on alternatives to rights based theories and on criticisms of rights systems, such as that put forward by contemporary communitarians, virtue theorists, and
feminist theorists.
3 Lect Hrs, 3 Credits
Ms Radden and Staff

Phil 452
Aristotle
Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number and the good.
Prerequisite: Phil 211 or permission of instructor. 3 Lect Hrs, 3 Credits
Mr Andic

Phil 455
Hegel
This course is an introduction to the philosophy of Hegel and to the Hegelian tradition, through a reading of Hegel's major work, *The Phenomenology of Spirit*. Other readings for the course include excerpts of *The Science of Logic* and *The Philosophy of Right*, as well as important critical sources.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor. 3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 462
The Critical Philosophy of Immanuel Kant
The critique of pure reason, with special attention to Kant's epistemology and critique of metaphysics.
Prerequisite: Phil 212 or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 465
Kant's Moral Philosophy and Its Critics
A study of some of the major ethical writings of Immanuel Kant, possibly the greatest moral philosopher in the Western tradition—*Groundwork of the Metaphysics of Morals*, selections from *Critique of Practical Reason*, *Religion Within the Limits of Reason Alone*. Also Arthur Schopenhauer's critique of Kant's ethics, *On the Basis of Morality*. Brief attention to Hegel's critique of Kant. (Course not offered 1996-97 or 1997-98.)
Prerequisite: 2 courses in Philosophy, one of which must be at 200-level or above
3 Lect Hrs, 3 Credits
Mr Blum

Phil 470
Wittgenstein
Intensive study of the early and late work of Ludwig Wittgenstein. Beginning with *Tractatus Logico-Philosophicus*, the course provides a historical-philosophical context for Wittgenstein's mature work. Other works read include *Philosophical Investigations*, *Zettel*, and *On Certainty*.
Prerequisites: Phil 100 and one intermediate course in philosophy or equivalent.
3 Lect Hrs, 3 Credits
Ms Smith and Staff

Phil 478
Independent Study I
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
1-3 Credits

Phil 479
Independent Study II
See Phil 478.

Phil 480
Group Independent Study
Group independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
3 Lect Hrs, 3 Credits

Phil 481
Selected Special Topics in Philosophy
An advanced course offering intensive study of selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: Phil 100, or C108.
3 Lect Hrs, 3 Credits

Phil 601
Foundations of Philosophical Thought
By discussing four or five traditional substantive problems in philosophy—morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization—we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits

Program of Study in Philosophy and Law

Director
Professor Lawrence Foster

The Program
The Program of Study in Philosophy and Law is open to all UMass Boston students as a supplement to their majors. This interdisciplinary program, administered by the Philosophy Department in collaboration with the Legal Services Center of the College of Public and Community Service, provides strong preparation and important background for students interested in attending law school or pursuing law-related careers.

The program requires the completion of eight courses: four philosophy courses and four law-related courses outside of the philosophy department. At least three of the eight courses must be at the 300 level or higher. The specific requirements are as follows:

I. Phil 100 (Introduction to Philosophy) or
II. Philosophy C108 (Moral and Social Problems)
III. Phil 120 (Logic)
IV. Phil 290 (Philosophy of Law)
V. Phil 410 (Feminist Legal Theory) or Phil 450 (Rights)
VI. PhiLaw 210 (CPCS) (Legislative Labyrinth)
VII. PhiLaw 300 (CPCS) (Basic Legal Reasoning and Research
VIII. Two additional courses from the following list:
- CPCS Legal Education Services Center courses (All)
- BlkSty 430 (Race and the American Legal Process)
- Hist 378 (American Legal History)
- PolSci 329 (American Constitutional Law)
- PolSci 332 (Civil Liberties in the U.S.)
- PolSci 415 (Law and International Relations)
- Sociol 461 (Internship in Law and Criminal Justice)
- Sociol 462 (Internship in Law and Criminal Justice)
- Sociol 467 (Sociology of Law)

Further information about the program is available from the Philosophy Department.

Department of Physics

Program of Study in Philosophy and Law

Philosophy and Law Courses

PhiLaw 210
Legislative Labyrinth
This course introduces students to the organization, process and sources of legal and political power in the Massachusetts legislature. Students examine the formal rules governing legislative activity and the ever present tension between the internal legislative leadership structure and organized constituencies. Using this knowledge as a base, students learn to devise and critique strategies for obtaining or preventing passage of legislation.
3 Lect Hrs, 3 Credits

PhiLaw 300
Basic Legal Reasoning and Research
This course combines the basic conventions and skills of legal argument with learning effective use of a law library. Students learn to reason with the law—to search out the meaning of statutes and cases and to work with the interplay of facts and rules. In addition, they learn how to find and analyze legal research materials.
3 Lect Hrs, 3 Credits

Faculty

Leonard A Catz, Professor and Chair; Professors Martin M Antonoff (Emeritus), Benjamin R Mollow, DVGLN Rao, George Salzman; Associate Professors Edward S Ginsberg, Peter E Gordon, Harold P Mahon, Martin Posner, Nareshchandra P Shah, John Shane

The Department

Physics seeks to understand the physical world by formulating general concepts and principles which organize and interrelate a vast range of seemingly unconnected natural phenomena. Energy and space-time exemplify such concepts, while the laws of thermodynamics, quantum mechanics, and electromagnetism exemplify principles of tremendous explanatory power. The Physics Department, through its programs of experimental and theoretical research, enlarges the understanding of various phenomena in quantum electronics, laser optics, photonics, condensed matter, semiconductor materials and devices, magnetic resonance, low-temperature physics, nuclear and inner-atomic spectroscopy, elementary particles, biophysics, medical imaging, and energy conservation. Its teaching program involves students in theoretical and laboratory work so that they may better comprehend the nature of physical laws and their applications.

Courses for Non-Science Majors

Courses numbered between 121 and 140 are intended primarily for non-science students. They emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semesters of these courses have no prerequisites and are open to all students. They satisfy distribution requirements in the area of natural sciences and carry three credits.

Introductory Physics Courses

Physics 107-108 is a course intended primarily for students majoring in biological or behavioral science. Familiarity with college level mathematics (algebra and trigonometry) is desirable. Physic 113-114 is a calculus-level introductory course intended for students in computer science, mathematics, the physical sciences, and pre-engineering. The introductory lab courses, Physics 181 and 182, are appropriate to accompany either the calculus or the non-calculus introductory courses. Physics 211 completes the introductory sequence of calculus-level courses.

Requirements and Recommendations

The Major

Whenever possible, physics majors should begin their work in both physics and mathematics in the freshman year by enrolling in Physics 113, 114, 181, 182, and Calculus. Students who are interested in physical science or engineering, but who are not ready to move into Physics 113-114, should seek advice from the department about an alternative course sequence before starting introductory physics. Note: Students may not receive credit for both Physics 107-108 and 113-114.

Requirements for Graduation with BA in Physics

Majors must earn a minimum of 34 credits in physics courses including Physics 113, 114, 181, 182, 211, 214, 281, 312, 321, either 391 (or Engin 291) or 382 and two physics electives at the level of 300 or higher. Physics majors also must complete Mathematics 240 and 310. A physics major may complete up to two courses in mathematics or cognate sciences at the advanced level in lieu of advanced physics electives, but prior approval of the department at least one semester before his or her expected graduation is required. Completion of the BA in physics fulfills the field of knowledge requirement for eligibility to apply for certification from the Massachusetts State Department of Education. For further information, see the section of this publication on the Undergraduate Teacher Education Program.

Requirements for Graduation with BS in Physics

Majors must earn a minimum of 40 credits in physics courses including Physics 113, 114, 181, 182, 211, 214, 281, 312, 321, either 382 or 391 (or Engin 291), either 322 or 392 (or Engin 292), 421, and two physics electives at the level of 300 or higher. In addition majors must complete Chemistry 103-104, Mathematics 240 and 310, and CS 110 or an approved substitute. (Students with proficiency in computer programming may request from the department a waiver of the CS 110 requirement.) Students should note that the University requires for a BS degree six mathematics or science courses outside of the student's major field. Most physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more physics and mathematics courses than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are Physics 322, 350 and 422, and two or more semesters of mathematics courses such as Mathematics 311 and 320. Some graduate schools require a reading knowledge of Russian, German, or French. All majors are encouraged to gain facility in computer programming.

Department of Physics

Requirements for Graduation with BS in Engineering Physics

This major combines the first two years of a standard engineering curriculum, the requirements for the BS in Physics, and advanced work in engineering and applied science. For a detailed description, see the Engineering Physics section of this publication.

The Minor

Students majoring in another field in the College of Arts and Sciences or the College of Management may minor in physics. The courses required for a physics minor are

A. Five introductory courses: Physic 113, 114, 181, 182, and 211. Please note that Math 140 and 141 are prerequisites for these courses.

B. Three intermediate to advanced level physics courses, of which at least two must be at the 300 level or higher. Please note that Math 240 and 310 are prerequisites for all 300-level theory courses. The selection of courses may reflect a student's experimental, theoretical, or topical interests, and should be made in consultation with a departmental advisor.

Honors

Students wishing to graduate with honors in physics must

A. Complete satisfactorily 6 credits of supervised research and be nominated for honors by the supervising faculty member;

B. Have a 3.0 cumulative average in physics courses; and

C. Have written a thesis and given an oral presentation of their research project. The physics faculty must approve the awarding of honors for this work.

Transfer Credit Policy

At least half the courses required for the major must be taken at the University of Massachusetts Boston. This requirement may be waived in exceptional circumstances upon recommendation by the Physics Department.

Courses

Physic 107
College Physics I
Non-calculus introductory physics for life-science students and others with a program requirement for a year of physics at this level. Topics include mechanics, fluids, wave motion, kinetic theory of gases, temperature and heat. Students who need or want laboratory work in physics should enroll concurrently in Physic 181.
Note: Students may not receive credit for both Physics 107-108 and 113-114.
Prerequisite: Math 130 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Physic 108
College Physics II
A continuation of Physic 107. Topics include thermodynamics, electricity, and magnetism; optics; and a preview of modern physics. Students who need or want laboratory work in physics should enroll concurrently in Physic 182.
Note: Students may not receive credit for both Physics 107-108 and 113-114.
Prerequisite: Physic 107 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Physic 113
Fundamentals of Physics I
The first semester of calculus-level introductory physics. Topics include mechanics, hydrodynamics, waves, kinetic theory, and heat. Students who need or want laboratory work in physics should enroll concurrently in Physic 181.
Note: Students may not receive credit for both Physics 107-108 and 113-114.
Corequisite: Math 140; corequisite for physics majors: Physic 181.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs, 4 Credits

Physic 114
Fundamentals of Physics II
The second semester of calculus-level introductory physics. Topics include thermodynamics, electricity and magnetism, geometrical and wave optics. Students who need or want laboratory work in Physics should enroll concurrently in Physic 182.
Note: Students may not receive credit for both Physics 107-108 and 113-114.
Corequisite: Math 141; corequisite for physics majors: Physic 182.
Prerequisite: Physic 113 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs, 4 Credits

Physic 121
Introduction to Astronomy
Descriptive introduction to astronomy and astrophysics. Topics include introductory material on light, telescopes, and spectroscopy; properties of stars and stellar evolution, including the formation of stars, stellar energy cycles, red giants, white dwarfs, supernovae, neutron stars, and black holes; galactic structure; the expansion of the universe; cosmology; the past and future of the universe.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Physic 123
Concepts of Modern Physics I
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Physic 124
Concepts of Modern Physics II
A continuation of Physic 123.
Prerequisite: Physic 123 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Physic 126
Solar System Astronomy
Descriptive introduction to the study of the solar system and its structure. Topics include the historical development of early astronomy; the properties of the sun; the planets and their satellites; comets, asteroids, and meteorites; the results of spacecraft exploration.
Prerequisite: Math 110 or equivalent placement.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Physic 132
Energy
The problems of energy—what it is, how it is obtained and used, limitations on its generation from various sources and on its utilization—are considered from all perspectives: scientific, technical, environmental, economic. Topics include theory of energy; generation of energy from fossil, nuclear, solar, geothermal, atmospheric, and other sources; general problems related to the production and consumption of energy, and problems specific to particular sources.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Department of Physics

Physic 140
Understanding Earth's Environment
This course is designed to help non-science students understand the physics of environmental problems, and ramifications of human activities. It includes such topics as ethical and practical dilemmas involved in the use of energy, generation of fossil and nuclear electricity, transportation, alternative transportation modes and energy sources, natural resources, solar and other renewable alternatives, and conservation and recycling.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Physic 181
Physics Laboratory I
Exploration of basic physical phenomena through laboratory work. Experiments in kinematics, mechanics and hydrostatics. This course is designed to accompany either level of introductory physics.
Corequisite: Physic 107 or 113.
3 Lab Hrs in alternate weeks, 1 Credit

Physic 182
Physics Laboratory II
Exploration of basic physical phenomena through laboratory work. Experiments in thermodynamics, electricity, magnetism and optics. This course is designed to accompany either level of introductory physics.
Corequisite: Physic 108 or 114.
3 Lab Hrs in alternate weeks, 1 Credit

Physic 211
Introduction to Contemporary Physics
The third semester of calculus-level introductory physics. Topics include special relativity; the historical development of quantum theory; elements of quantum mechanics; with applications to atomic, molecular, solid state, nuclear and particle physics. Students who need or want laboratory work in modern physics should enroll concurrently in Physic 281.
Prerequisite: Physic 114 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Physic 214
Thermodynamics
An introduction to the principles of thermodynamics. Concepts include temperature, internal energy, heat, free energy, entropy, work, and the laws which relate them to each other. Application is made to systems including ideal gases, heat engines and refrigerators.
Prerequisite: Math 141 and Physic 113.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Physic 281
Physical Laboratory I
Basic principles of experimental physics and error analysis. Experiments in modern physics and optics, including spectroscopy, electromagnetism, atomic, and nuclear physics.
Corequisite for physics majors: Physic 211.
Prerequisite: Physic 182 or permission of instructor.
Distribution Area: Natural Sciences.
4 Lab Hrs, 1 Lect Hr, 3 Credits

Physic 312
Mechanics
Principles of Newtonian mechanics, conservation laws, gravitational potential theory, and conservative fields, central forces, oscillatory systems, rigid body rotation, and relativistic mechanics.
Corequisite: Math 310.
Prerequisite: Physic 211 or permission of instructor.
3 Lect Hrs, 3 Credits

Physic 321
Theory of Electricity and Magnetism I
Basic concepts of electric and magnetic fields, electrostatics, magnetostatics, electric currents, electromagnetism, development of Maxwell's equations and simple applications, physical optics, reflection, dispersion, polarization, and diffraction.
Prerequisite: Math 240, Physic 312, or permission of instructor.
3 Lect Hrs, 3 Credits

Physic 322
Theory of Electricity and Magnetism II
A continuation of Physic 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, and special relativity. (Course offered every other year, in the spring only.)
Prerequisite: Physic 321, Math 240.
3 Lect Hrs, 3 Credits

Physic 331
Optics
An introductory treatment of the physics of light. Topics include geometrical optics, interference and diffraction of light, electromagnetic wave theory, polarization, propagation of light in dispersive media and crystals, optical instruments, holography, lasers. (Course not offered 1998-99 or 1999-2000.)
Prerequisite: Physic 114 and 182, or permission of instructor.
3 Lect Hrs, 3 Credits

Physic 350
Statistical Physics
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: Physic 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Physic 382
Intermediate Laboratory
Experiments in geometrical and physical optics, electronics, atomic physics, and nuclear physics. Individual program of experiments for each student according to his or her interests and previous experience.
Corequisite: Physic 321 or permission of instructor.
Prerequisite: Physic 281.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Physic 391
Basic Electronics with Lab
Direct current circuits, electrical measurements, alternating current circuits, circuit analysis, diodes, rectifier circuits, filters, voltage regulators, vacuum tubes, transistors, amplifier circuits, oscillators, comparison measurements, elements of servo systems, operational amplifiers, and pulse amplifiers. (Not offered every year. Students can substitute Engin 291.)
Prerequisites: Physic 114, 182.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Physic 392
Digital Electronics with Lab
Concepts of digital measurements, counting, timing and switching, basic logic concepts, basic theorems in Boolean Algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counter, registers and readouts, digital and analog-digital instruments, and microprocessing systems. (Not offered every year. Students can substitute Engin 292.)
Prerequisite: Physic 391.
3 Lect Hrs, 1 1/2 Lab Hrs, 3 Credits

Physic 421
Atomic Physics and Introduction to Quantum Mechanics
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics, the role of the Pauli principle and spin in determining periodic atomic properties, and radiation phenomena.
Prerequisite: Physic 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Physic 422
Nuclear and Particle Physics
A continuation of Physic 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problems in quantum mechanics, and particles. (Course not offered 1998-99 or 1999-2000.)
Prerequisite: Physic 421.
3 Lect Hrs, 3 Credits

Department of Physics

Physic 430
Introduction to Solid State Physics
An introductory treatment of the physics of solids. Includes crystal geometry, elastic vibrations, electronic states in solids, semiconductors, solid-state electronic devices. (Course not offered 1998-99 or 1999-2000.)
Prerequisites: Physic 350 and 421
3 Lect Hrs, 3 Credits

Physic 479
Readings in Physics I
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisites: Junior standing and approval of plan of study by supervising instructor and by department chairperson.
Hrs by arrangement, 1-3 Credits

Physic 480
Readings in Physics II
See Physic 479.

Engin Physic 481-482
(See Engineering Physics)

Physic 487
Research in Physics I
Supervised research.
Prerequisite: Junior standing, and approval by supervising instructor and department chairperson.
Hrs by arrangement, 1-3 Credits

Graduate Courses

Physic 600
Electronic Instrumentation I—Analog
A lecture and laboratory course in analog electronics. Emphasis is placed on pragmatic and intuitive approaches to analog electronic circuit designs. A supervised independent project illustrating an aspect of basic analog electronics is required of each student. (Course not offered every year.)
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 601
Electronic Instrumentation II—Digital
A lecture and laboratory course to provide understanding of digital electronics and microprocessors. Emphasis will be placed on digital logic components, digital circuit design, and techniques for incorporating microprocessors and microcomputers into laboratory experiments.(Course not offered every year.)
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 602
Laser Optics Laboratory
A lecture and laboratory course to provide a working understanding of modern optics, lasers and applications. Topics include optical resonators, solid state, gas and semiconductor lasers, tunable dye lasers, non-linear optics and spectroscopy applications. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, will stress practical instrumentation as well as relevant theory.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 603
Nuclear Radiation Physics and Biophysics Laboratory
A laboratory-based course to illustrate the theory and experimental techniques utilized in nuclear radiation physics and biophysics. Topics include modes of production of nuclear radiation (charged particles, electromagnetic, neutrons), interaction of radiation with matter (including biological tissue), instruments and techniques for radiation detection and spectroscopy, radiation protection and safety, and the use of radioisotopes in physical, chemical and biomedical research. Selected topics may include: neutron activation analysis, X-ray fluorescence, the Mossbauer effect, radioimmunoassay techniques utilizing radioisotopes, computer assisted tomography (CAT), and experiments on the interaction of radiation with tumor cells. (Course not offered every year.)
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 604
Cryogenics and Vacuum Technology
A lecture and laboratory course to provide a working understanding of modern practice in cryogenics and vacuum technology. Topics include low temperature properties of materials, gas purification, separation and liquefaction systems, instrumentation for measurement of temperatures and pressure and vacuum technology. Selected topics, which may vary from year to year according to the interests of staff and recent developments in technology, will stress practical instrumentation and applications. (Course not offered every year.)
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 606
Nuclear Reactor Physics
A lecture and laboratory course on the theory and operation of nuclear reactors for research and/or power generation. Associated topics in neutron physics include measurement of the velocity distribution of thermal neutrons in a nuclear reactor using a beam chopper; Bragg Diffraction of neutrons; measurement of thermal and epithermal neutron absorption cross-sections; neutron activation analysis. All reactor experiments are carried out at the MIT Research Reactor and include studies on subcritical neutron multiplication, control rod reactivity calibration from reactor period measurement, and reactor poisons. Theoretical topics include systematics of nuclear binding energies, theory of nuclear fission, and the theory of operation of homogeneous thermal nuclear reactors. Radiation safety topics include radiation dosimetry and radiation shielding. (Course not offered every year.)
Prerequisite: Physic 603 or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 608 (Biol 608)
Biophysical Instrumentation
A lecture and laboratory course on the application of microcomputers and microprocessor-based electronics to laboratory experiments in the biological and physical sciences. Emphasis is on techniques for interfacing the microcomputer to laboratory experiments for automated data acquisition, data reduction and analysis, information display and real-time control of experiments. (Course not offered every year.)
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 609
The Physics of Medical Imaging
General introduction to the physical principles involved in various medical imaging modalities, including X-ray imaging, X-ray tomography, radio-nuclide imaging, ultrasonic imaging, nuclear magnetic resonance imaging.
Prerequisite: Graduate standing or permission of instructor.
4 Lect Hrs, 4 Credits

Physic 610
Topics in Medical Imaging
This course will focus on an in-depth study of specific topics in the various medical imaging modalities.
Prerequisite: Physic 609 or permission of instructor.
4 Lect Hrs, 4 Credits

Department of Physics

Physic 611
Theory of Classical Mechanics and Fluid Mechanics
Principles of classical mechanics. Generalized coordinates, Lagrangian and Hamiltonian formulations, variational principles, multiple periodic systems, continuous media, fluid mechanics. (Course not offered every year.)
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Physic 612
Electromagnetic Theory
A lecture course to develop electromagnetic theory and to treat various applications. Topics include Maxwell's equations in vacuum and in material media, electromagnetic theory of continuous media, reflection, refraction, diffraction and radiation of electromagnetic waves. Applications will be selected from such topics as wave guides and resonant cavities, and magnetohydrodynamics and plasma physics. (Course not offered every year.)
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Physic 613
Quantum Mechanics, Atomic and Molecular Physics
A lecture course on the fundamental principles and applications of the quantum theory of matter. Topics include bound systems (potential well harmonic oscillator, hydrogen atom), angular momentum, spin, identical particles, the periodic table, exchange forces, chemical bonding, linear vector spaces, perturbation theory. Other topics, e.g., magnetic resonance, symmetry groups, elementary particles, will be selected according to student and faculty interests.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Physic 614
Thermodynamics and Statistical Mechanics
A lecture course on the principles of thermodynamics and statistical mechanics. Topics include: fundamentals of thermodynamics, first and second laws, thermodynamic potentials, phase transitions, classical kinetic theory, classical statistical mechanics, and quantum statistical mechanics. Applications of the principles will be made to physical, chemical, and biological systems of special or current interest. (Course not offered every year.)
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Physic 615
Solid State Physics
The application of quantum mechanics to the theory of the solid state. Topics include periodic structures, lattice waves, band theory of solids, dynamics of electrons in solids and magnetic resonance. Some applications of the theory to semi-conductor devices are made.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Physic 616
Mathematical Methods for Physicists
A course in intermediate mathematics with applications to analytical and quantum mechanics, and electromagnetic theory. Selected topics from vector analysis, tensor algebra, linear algebra and group theory, functions of a complex variable, second-order differential equations, Fourier series and transforms, calculus of variations.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Physic 621
The Physics of Semiconductor Materials
A lecture course on the physics of semiconductor materials. An understanding of the properties of semiconductor devices is related to the underlying physical principles of quantum mechanics and solid state physics. Topics include electrical, optical, and thermal properties of semiconductor materials; theory of transport, scattering, and recombination of free carriers; theory of p-n junctions.
Pre- or Corequisites: Physic 613 and 615, or permission of instructor.
4 Lect Hrs, 4 Credits

Physic 622
Solid State Electronic Devices
A lecture and laboratory course on the physical principles and technology of semiconductor electronic devices and materials. The laboratory involves such techniques as the Hall effect, resistivity, and optical measurement, used to characterize the properties of semiconductor materials and devices—silicon and gallium arsenide substrates, bipolar and metal semiconductor junctions, VLSI and MOSFET devices. Topics may vary according to faculty interests and recent developments in the technology. (Course not offered every year.)
Prerequisite: Physic 621 or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Physic 632
Advanced Laser Optics (with lab)
This is a one-semester lecture and lab course offered as a follow-up of the Laser Optics course Physic 602. Topics include wave propagation in isotropic and anistropic media, birefringence, the physical origin of nonlinear polarization, wave propagation in nonlinear media, optical second harmonic generation, parametric oscillation and amplification, electro-optic effects in crystals, third-order nonlinearities, third harmonic generation, interaction of light and sound, stimulated Raman and Brillouin scattering, self-focusing, holography, phase conjugate optics, four-wave mixing, intensity-dependent transmission, Z-scan technique, ultrashort pulses, optical bi-stability, additional selected topics as time permits.
Prerequisite: Physic 602 or permission of instructor.
3 Lect Hrs, 4 Lab Hours, 4 credits

Physic 697
Special Topics in Applied Physics
The study of a particular topic in applied physics, such as nuclear reactor physics, semiconductor device physics, superconductivity, magnetic resonance.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Department of Political Science

Faculty

AP Simonds, Associate Professor and Chair; Boyden Professor Barry Bluestone; Professors Thomas Ferguson, Kate Hartford, Winston Langley, Diane Paul, James Ward, Robert Weiner; Associate Professors Edmund Beard, Elizabeth Bussiere, Roger Feinstein, Keitha Fine, Sanford R Lieberman, Morris Lounds, Jack Spence, Primo Vannicelli, Paul Watanabe; Assistant Professors Karen Callaghan, Meredith Ramsay; Adjunct Professor A Collins Jenko

The Department

The Department of Political Science offers students a variety of program and course options in the study of political institutions, processes, and problems. In the study of politics, our concern is both practical and evaluative. We endeavor to acquire reliable facts and sound analytic concepts so as to evaluate political phenomena confidently and carefully. We analyze local, national, and international institutions and issues, drawing on current data, historical studies, and theoretical approaches. We attempt to formulate standards for the appraisal of political life and the performance of institutions. Finally, we strive to impress upon students that politics touches on virtually every aspect of a person's existence. Thus, we are not merely concerned with understanding how societies are governed but also with the consequences for human welfare of various structures, processes, and beliefs. We hope thereby to assist in some way in the perennial quest of men and women for a just, compassionate, and responsible political order.

Requirements

The Major

All majors in political science must take a total of eleven courses:

1. PolSci 101 and 102;
2. Five distribution courses, as designated by a letter code following each course title:
   - one course in American politics (Category A),
   - one course in international relations (Category B),
   - two courses in comparative politics (Category C),
   - one course in political theory (Category D);
3. Four additional political science courses, which may or may not be distribution (letter-coded) courses.

At least five of the eleven courses required of each major must be at or above the 300 level. A student completing requirements for a second major or for a program or minor in addition to his or her political science major may, with the approval of his or her advisor, apply up to two courses from the completed major, minor, or program toward this total of eleven.

No more than three courses in internships, independent study, or honors work may be counted toward these requirements.

The Minor

Students minoring in political science must complete a total of six courses:

- PolSci 101 and PolSci 102; and
- four more political science courses, including at least two at the 300 or 400 level.

No more than three courses in internships, independent study, or honors work may be counted toward these requirements.

Honors

Students who have done distinguished academic work in the department may wish to write an honors thesis during their senior year. Those interested in such a project should consult with their advisor prior to the completion of their junior year.

Program in International Relations and Program in Public Policy

In addition to the major and minor in Political Science the Department also administers two interdisciplinary programs: International Relations and Public Policy. While open to all students in the college, these two programs may be of particular interest to political science majors. For additional information, please consult the separate entries under "International Relations" and "Public Policy" in this publication.

Transfer Credit Policy

Transfer students must complete a minimum of four political science courses above the 100 level at UMass Boston.

Courses

PolSci C123
Political Ideas of the Twentieth Century
Major political viewpoints of the present, including Conservatism, Liberalism, Marxism, and Fascism.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci C251
Ancient and Medieval Political Thought (D)
The origins and the early development of the main political ideas of the West. (Course offered in the fall only.)
Prerequisite: Sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Ward

PolSci C252
Modern Political Thought (D)
The history of Western political ideas from the time of Machiavelli to that of Marx and Nietzsche.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Simonds, Mr Ward

PolSci LC270 (Phil LC270)
The Darwinian Revolution (D)
This course introduces the area of historical and cultural studies through an examination of the origin, development, and impact of evolutionary theories. Topics may include the concept of progress; the tradition of natural theology; materialism; evolutionary thought before Darwin; the relation of Darwin to political economy; natural selection and Darwin's *Origin of Species*; social Darwinism; eugenics; and creationism.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Paul

PolSci 101
An Introduction to Politics and Political Science
This course introduces and explores the conceptual vocabulary of politics. Though concerned with problems of political theory, it is designed not for theorists but for anyone who thinks, talks, or worries about the public world. A series of brief case studies will be used to show how real-world outcomes are affected by our political ideas and assumptions.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci 102
Government and Politics of the United States
An introduction to the structures, processes, and results of the American governmental system. The course focuses on the national government and national political behavior, although state, regional, and local structures and issues are also introduced. Topics include institutions of government, political principles and ideologies, public opinion, political socialization, political parties, mass media, elections, interest groups, civil rights and civil liberties, public policies and policy making.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci 180
Special Topics Mini-Course in Political Science
Short courses in political science on topics of current interest, offered on a one-time basis.
1-2 Lect Hrs, 1-2 Credits

Department of Political Science

PolSci 201 (C)
Comparative Politics of Industrialized Societies
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Ferguson, Ms Fine, Mr Vannicelli, Mr Weiner

PolSci 202
Comparative Politics of Transitional Societies (C)
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Hartford, Mr Langley, Mr Spence, Mr Vannicelli

PolSci 203
Public Policy (A)
The process of policy making and the manner and effects of policy implementation in states and localities.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Ferguson, Ms Ramsay

PolSci 220
International Relations (B)
Through the examination of past and current international events, this course identifies basic principles and concepts which explain the behavior of nations; and it provides an introduction to the general area of social and behavioral sciences.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Vannicelli, Mr Watanabe, Mr Weiner

PolSci 224 (D)
The Political Novel
This course studies some of the best novels concerning political conditions, ideas, and passions in our time. Franz Kafka, Andre Malraux, Arthur Koestler, George Orwell, and Ignazio Silone are among the novelists whose works are read. Such writers depict the plight of human beings in the twentieth century; their works are broad in scope and philosophical in mood. Consequently they offer a superb opportunity for reflection and discussion concerning human nature, the human situation today, and the political possibilities and responsibilities that these put before us.
Prerequisite: Sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Langley

PolSci 225
World War II Internment of Japanese Americans (A)
The U.S. Government in 1942 commenced the internment of 120,000 Americans of Japanese ancestry. This course considers political, economic, legal, sociological and historical matters in the examination of this chapter in American life. The course encompasses experiences beyond the internment, including early Japanese immigration, the battle for redress and reparations, and the current status of Japanese and Asian Americans.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Mr Watanabe

PolSci 301
Introduction to Quantitative Methods
This is a basic course in statistics and research methods for students who have had little or no quantitative background. It covers simple descriptive statistics, graphical analysis, the fundamentals of hypothesis testing, and an introduction to survey design and sampling procedures. The class is computer-based: It makes use of LOTUS and STATA and is taught in an IBM laboratory.
4 Lect/Lab Hrs, 3 Credits
Mr Bluestone, Ms Callaghan

PolSci 305
Images of World Politics in Film and Literature (B)
Examination of political symbolism, both as an approach to political analysis and as a source of information on non-American political systems. Films and related readings on visions of past, present, and future politics.
3 Lect Hrs, 3 Credits

PolSci 306
Political Socialization (C)
Analysis of the various institutions that act as socializing agents in the political culture. Focus is on family, race, class, political parties, ethnicity, gender, government, and education.
3 Lect Hrs, 3 Credits
Mr Lounds

PolSci 307
Political Change and Group Identity (C)
The course is concerned with the impact of group identity—racial, religious, ethnic, gender, sexual, class, national—on political systems.
3 Lect Hrs, 3 Credits
Mr Lounds

PolSci 308
The View from Below (C)
This course approaches nagging contemporary political issues from the perspective of those whose opinions are least considered: those who possess, or feel they possess, less power, who are politically estranged, or who are peripheral to the mainstream of politics. From this perspective, the course considers such issues as whether the American political process is democratic and whether the federal government governs well; and such topics as social change in the United States, and the role of the United States in the world. The course considers whether non-participants are apathetic or, rather, quiescent.
Prerequisites: PolSci 122 and C123.
3 Lect Hrs, 3 Credits
Mr Lounds

PolSci 309
Political Behavior (C)
Introduction to the study of political behavior, including relationships between characterological elements and political attitudes and actions, processes by which societies teach members to behave politically, and national differences in political socialization.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson

PolSci 311
Political Parties (A)
The American political process, with emphasis on political parties, pressure groups, and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Ward

Department of Political Science

PolSci 312
Political Economy (A)
This course is designed to introduce the undergraduate student to competing paradigms in economic thought and public policy. The course begins with a brief overview of the historical, philosophical, and psychological roots of political economy. It continues with an inquiry into conservative, liberal, and radical political economic perspectives. It concludes by applying these three perspectives to policy questions concerning economic development and income distribution.
3 Lect Hrs, 3 Credits
Mr Bluestone

PolSci 313
Topics in Political Economy (C)
This course is a continuation of PolSci 312. Using the theoretical perspectives explored in the first semester it focuses on several substantive areas of political economy, including education, trends in wages and income, global market competition, and industrial and trade policy.
Prerequisite: PolSci 312 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bluestone

PolSci 315
American Political Behavior (A)
A close examination of the major areas of theory and research on American political behavior: public opinion and political attitudes; political participation; elections and voting; and political socialization. Both social-psychological and structural and institutional factors are stressed.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Watanabe

PolSci 318
The Legislative Process (A)
The function of national and state legislatures, and the role played by political parties and interest groups in legislatures.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson

PolSci 324
The American Presidency (A)
The powers, the limitations, and the organization of the Presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Beard

PolSci 325
Public Administration (A)
A study of the bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 327
Public Management I (A)
This course explores the dimensions of government organizations as they attempt to attain their politically approved goals while maintaining their own integrity. Political bureaucracies in Massachusetts provide the major source materials for study.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 328
Public Management II (A)
A continuation of PolSci 327.
Prerequisite: PolSci 327 or permission of instructor.
3 Lect Hrs, 3 Credits

PolSci 329
American Constitutional Law and Theory (A)
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial power, the way it inhibits and facilitates operation of the political process, and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Bussiere

PolSci 330
Presidential Elections (A)
The course examines systematically the process by which the President of the United States is chosen. Presidential recruitment, campaign financing, delegate selection, electoral procedures, media use and involvement, conventions, strategies and tactics, and other aspects of the presidential election process are covered. Most of these discussions will take place within the context of recent elections.
3 Lect Hrs, 3 Credits
Mr Watanabe

PolSci 332
Civil Liberties in the United States (A)
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on five areas: freedom of the press and speech, freedom of religion, criminal procedure, reproductive rights, and school desegregation.
Prerequisite: Junior standing.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Bussiere

PolSci 338
Massachusetts Politics (A)
A study of state and local government and politics in Massachusetts, emphasizing its unique features as well as its similarities to other state systems.
3 Lect Hrs, 3 Credits

PolSci 340
Boston: Cooperation and Conflict in the Urban Environment (A)
The course helps students become familiar with the historical backgrounds of Boston's social systems, which leads to investigation and discussion of the city's contemporary political and social problems. The materials for this course consist of scholarly writings, journalists' reports, government documents, judicial opinions, biographies, films, and slide lectures, all focused on Boston and the metropolitan region.
Prerequisite: Junior standing or permission of the instructor.
3 Lect Hrs, 3 Credits
Mr Feinstein

PolSci 341
Metropolitan Politics (A)
Municipal politics, organization, and functions; special attention to the impact of recent social and economic changes on cities; and to suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Feinstein, Ms Fine

PolSci 344
Problems of Urban Politics (A)
Some of the issues raised by urbanization—are cities necessary? and is the relatively democratic structure of the American cities responsible for some of their problems? and has there been a revolution of rising expectations in urban life? considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Feinstein, Ms Fine

PolSci 347 (D)
Politics, Social Choice and Public Policy
Social choice theory is concerned with the ways in which individual values and choices are connected with collective choices. It is an important theoretical focus in contemporary political science which has generated an expanding research literature on such topics as public policy, parties, elections and interest groups. This course presents the central concepts of social choice theory, examines theoretical and empirical applications, and concentrates on the study of public policy. Both the uses and limitations of social choice theory are explored.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

Department of Political Science

PolSci 348
Science and Public Policy (A)
Although few politicians have a scientific background, they are increasingly confronted with issues that are scientifically and technically complex. This course examines how policy makers and the general public cope with such issues of high scientific and technological content as how politicians and their advisors try to control the scientific enterprise; how scientists try to defend their autonomy; and the conflicts between scientific expertise and the democratic control of science.
Prerequisite: One natural science course from chemistry, biology, geography, or physics.
3 Lect Hrs, 3 Credits
Ms Paul

PolSci 349
Cities and World Development (C)
This course explores comparatively the development of urban areas within the industrialized and developing worlds in the context of theories of world development. Material is covered in four sections: an historical introduction to the birth of the modern city; urbanization in industrialized countries; urbanization in the developing or "third" world; case studies in the recomposition of cities: New York, London, Paris, Mexico City, Rio, Bombay, Hong Kong.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Fine

PolSci 351
The Politics of National Development (C)
The extent to which elements of the Third World have progressed from statehood to nationhood during the decades following the great anticolonial revolution.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Hartford, Mr Langley

PolSci 353
European Political Development (C)
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the nineteenth century. The modernization of government and administration, electoral reform, and class and party politics, are among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs, 3 Credits
Mr Ferguson, Mr Simonds, Mr Weiner

PolSci 354
Postwar European Problems (C)
A comparative review of postwar problems in Europe—postwar recovery, parties and institutions, defense, multinational corporations, and political opposition.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ferguson, Ms Fine, Mr Vannicelli, Mr Weiner

PolSci L 355 (IR L 355)
The European Union
This course focuses on the political, economic, and social trends affecting national and intra-regional developments within various countries, as well as on the institutions and processes of the European Union as an emerging supranational entity. Also covered: The European Union's external relations, with particular attention to US-European issues.
3 Lect Hrs, 3 Credits
Mr Vannicelli

PolSci 356
Comparative Public Administration (C)
An examination of the relationship of bureaucracy to democratic objectives in the context of advanced industrial society, with case studies drawn from the United States, the Soviet Union, Yugoslavia and Israel.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Fine

PolSci 357
Food: Politics and Policy (C)
The course examines the determinants of food policy and the politics of food. Topics include: the historical evolution of world food systems, farm and food consumption policies in the US and developing countries, and food aid. Special attention will be given to international agricultural development aid, the role of agribusiness corporations, and the magnitude of the hunger problem in the US and in the Third World.
3 Lect Hrs, 3 Credits
Ms Hartford

PolSci 360
The Government and Politics of Britain (C)
Political institutions in Great Britain. Comparisons with those in other Western democracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Weiner

PolSci 361
The Politics of Eastern Europe (C)
This course focuses upon such issues in Eastern Europe as political leadership, political legitimacy and stability, the leading role of the Communist Party, the relationship between political culture and change, and Eastern Europe-Soviet relations. It explores the revolutions of 1989 and the post-communist political order.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Weiner

PolSci 363
Politics and Society in Present-Day Russia (C)
After a brief examination of the Soviet political system, this course focuses on contemporary Russian politics and society. Topics include the struggle to transform an authoritarian state into a pluralistic democracy; the transition from a centrally planned economy to a market economy; the role of the military; and social problems such as crime, alcohol abuse and the special difficulties experienced by women.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Lieberman

PolSci 365
The Politics of Communication (C)
What is the difference between the evening news on television and the entertainment programming that follows it? How, if at all, have propaganda techniques changed from "Triumph of the Will" (a film made for Hitler more than 50 years ago) to contemporary political campaign spots? Why does the word "America" appear in so many commercial messages? Why does a dark blue suit carry authority, and why don't men wear high-heeled shoes? Questions such as these (and others that are even weirder) go to the heart of the politics of communication—the study of the many ways in which the daily sending and receiving of messages serves not only to tie us together but also to establish and maintain social relations of domination. This course examines these matters from a variety of different theoretical perspectives and with the aid of all the communicative resources that can be mustered, including speech, print, films, slides, and video.
3 Lect Hrs, 3 Credits
Mr Simonds

PolSci 366
Media and International Affairs (B)
Study and analysis of the ways in which the news media define, interpret and convey international developments. Both western and non-western news sources are examined.
Prerequisite: PolSci 220.
3 Lect Hrs, 3 Credits
Mr Spence, Mr Vannicelli

Department of Political Science

PolSci 367
Politics by Internet (A)
An exploration of the political uses, abuses, and implications of the Internet and of the national information infrastructure of which it forms a part. Lecture and laboratory topics include national, state and local infrastructure; policy and policy reform; constitutional and legal protections and issues. The course also includes instruction in requisite skills for Internet use.
3 Lect Hrs, 3 Credits
Ms Hartford, Mr Simonds

PolSci 371
Latin American Politics (C)
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Spence

PolSci 372
Central American Politics (C)
The study of the political and economic antecedents of the political situation in Central America, with emphasis on Nicaragua, Guatemala and El Salvador. The foreign policy of the United States and of other Latin American states toward the region will be covered, but the emphasis is on domestic politics.
Prerequisite: PolSci 122 or C123.
3 Lect Hrs, 3 Credits
Mr Spence

PolSci 375
Third World Development (C)
Investigation of theories of interdependence, dependency, and neocolonialism. Special attention to North/South relations, various approaches to development and forms of assistance provided by the industrial countries, resource problems, and other political and developmental issues facing North and South.
Prerequisite: Junior standing.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Spence, Mr Vannicelli

PolSci 377
Special Topics in Politics
Intensive study of topics in Politics. Course content varies each semester.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

PolSci 387
The Government and Politics of China (C)
A study of the Chinese Revolution of the twentieth century and contemporary Chinese government.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Hartford

PolSci 391
The Government and Politics of Africa (C)
African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

PolSci 400
Leadership (C)
This course introduces readings and films from which the class will identify patterns of leadership behavior permitting plausible generalizations. It examines the behavior of persons in formal and informal leadership roles, different bases of authority, the interaction between leaders and followers, the relationship between means and ends, and the role of leaders in establishing purpose and as agents of change.
Prerequisite: Junior standing
3 Lect Hrs, 3 Credits
Ms Ramsay

PolSci 402
World Politics and World Order (B)
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control, with emphasis on the United Nations systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: PolSci C220 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Vannicelli

PolSci 410
The Politics of International Economic Relations (B)
The course studies the relationship between the structure of the international political system and the structure of the international economic system, examines the reciprocal links between domestic political and economic policies of governments and their international behavior, and analyzes the sociopolitical choices which support the development and operation of such transnational institutions as the World Bank, the IMF, multinational corporations, cartels, and trading systems.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

PolSci 411
International Organizations I (B)
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Weiner

PolSci 412
International Organizations II (B)
Continuation of PolSci 411 emphasizing regional, political, and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Weiner

PolSci 415
Law and International Relations (B)
An examination of the primary functions of law in international relations, and the way in which law operates in international practice. Major issues covered include the role of law in the control of the use of force by nations, both historically and in relation to the current international scene, and the changes in law relating to private economic activity such as the law of the sea, responsibility for the protection of the environment, and national control of corporations. Course work based on both casebook and text materials.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Langley

PolSci 420
Imperialism (B)
This course is designed to examine the various purposes (economic, political, social, cultural) served by policies of imperialism, in both its overt and ambiguous forms, as an aspect of international relations in the nineteenth and twentieth centuries—that is, the era marked economically by an international process of industrialization. Course material consists of analyses and explanations of the imperialist phenomenon advanced by both theoreticians (Marxist and liberal) and practitioners.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Vannicelli and Staff

PolSci 421
War (B)
An advanced course in international relations exploring the problem of war from many points of view, theoretical and practical. These include the history, nature, and causes of war, strategy in the course of war, legal and ethical questions, as well as proposals to avoid war (arms control, disarmament, social revolutions, etc.).
Prerequisite: One international relations course.
3 Lect Hrs, 3 Credits
Mr Langley, Mr Vannicelli

PolSci 422
Nationalism (C)
The politics of nationalism viewed through a theoretical examination of its origins and development; focus on nationalism and patriotism, political violence, national character, nation, communications and state.
3 Lect Hrs, 3 Credits
Mr Lounds

Department of Political Science

PolSci 424
American Foreign Policy (B)
Examines United States foreign policy in the post-World War II period. Focuses on both historical and institutional matters. Current issues are also given ample consideration.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Watanabe

PolSci 430
Russia and the Other Successor States After the Cold War (B)
This course deals with Russia and the other countries that emerged from the breakup of the USSR. While the primary focus is on Russia, the largest and most influential of the Soviet successor states, attention is also given to Ukraine, the Baltic states, and other post-Soviet republics. Among the issues to be examined are arms control; economic relations; relations between Russia and the other successor states; the significance of the Commonwealth of Independent States; and the political debate in the United States over whether to aid Russia and the other CIS states.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Lieberman

PolSci L435
Business and Government in Europe (C)
This course explores the changing conduct of business and the practice of government in integrating Europe. For business, the course considers managerial culture and practice, management decision-making patterns, recruitment and promotion practices, and labor-management relations. For government, it examines the politico-economic systems within which managers operate and the recent reforms, including privatization, deregulation, and regional decentralization.
3 Lect Hrs, 3 Credits
Ms Schmidt

PolSci 444
Cooperative Education Field Experience in Political Science
Through the cooperative education/internship program political science majors are placed in paid work assignments which give them first hand political or public administrative insight and experience. Students will meet on a regular basis with a sponsor from the department faculty. Please see the Cooperative Education/Internship Program section of this catalog.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

PolSci 453
Democratic Theory (D)
This course explores ancient and modern theories of democracy in historical context. Topics include theories about leaders and their ends; the bases of representative democracy; the linkages between democracy and revolution; the relationship of democracy and economics; the issues related to democracy and difference; and the challenges for democracy after the fall of the Berlin Wall.
3 Lect Hrs, 3 Credits
Ms Schmidt

PolSci 454
Recent and Contemporary Political Thought (D)
A study of twentieth century political and social thought with incidental attention to certain influential thinkers of the nineteenth century.
3 Lect Hrs, 3 Credits
Mr Ward

PolSci 455
Problems of Political Theory (D)
A non-chronological study of the perennial questions dealt with by political philosophers. This course is concerned primarily with developing the students' capacity to think politically rather than with the history of ideas.
Prerequisite: PolSci C123 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Ward

PolSci 459
Karl Marx's Marxism (D)
An investigation of the origins of modern critical social theory through extensive readings from Marx's entire body of writings.
3 Lect Hrs, 3 Credits
Mr Simonds

PolSci 464
New Left Politics and Theory (D)
During the first half of the course students are exposed to the major currents of Marxist thought in the twentieth century, as represented primarily in the writings of East and West European Marxist Revisionists. This provides the background for the second half of the course, in which students research the political movements known as the New Left in France, Italy, and the United States.
3 Lect Hrs, 3 Credits
Ms Fine

PolSci 465
Women and Revolutions (D)
The course is designed to explore two interrelated problems: 1. The content of traditional Marxist theory on the women's question, and its impact on some now famous Bolshevik women who became revolutionary activists, and 2. The special political and personal choices faced by these women who were oppositionists along several dimensions: politically (by adopting a Marxist framework for their praxis), often against their class of origin, and by dint of their sex.
Prerequisite: Introductory politics or history course.
3 Lect Hrs, 3 Credits
Ms Fine

PolSci 468
American Political Thought (D)
An analytical and historical study of the development of American political thought and institutions.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Ms Paul

PolSci 470
Christianity and Politics (D)
Reflections on political problems as seen from various Christian standpoints. Current problems and contemporary Christian thinkers are emphasized. Particular attention is paid to the diversity of insights that Christianity makes available and to the occasions for critical reflection that are thus provided.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

PolSci 472
The Political Philosophy of Hegel (D)
The course is an inquiry into the presuppositions, intentions, contents, and implications of Hegel's political philosophy. The course is concerned with links between Hegel's political philosophy and his general philosophy, relations between it and its ancient and modern predecessors, and the legacy of Hegelian thought. Close reading of selected Hegelian texts is coupled with attention to Marxist, non-Marxist, and anti-Marxist readings of Hegel.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits
Mr Ward

PolSci 478, 479
Independent Study
A course of reading and investigation designed to supplement regular departmental offerings. Topics are worked out by instructor and student. Regular papers are required.
Hrs by arrangement, 3 Credits

Department of Political Science

PolSci 480
Seminars
Intensive studies in various important fields in politics. Emphasis on independent research.
3 Lect Hrs, 3 Credits

PolSci 486
Seminar: Africa and World Politics I (C)
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: PolSci 391 or 392 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley

PolSci 487
Seminar: Africa and World Politics II (C)
A continuation of PolSci 486, this seminar will concentrate on regional African groupings, the concept of African unity, the impact of multinational corporations, and the effect of foreign aid and technical assistance.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Langley

PolSci 488, 489
Field Work in Politics
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisites: Completion of a relevant course, and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Bussiere

PolSci 490, 491
Special Issues
Guided readings in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by arrangement, 3 Credits

PolSci 492, 493
Directed Readings in Politics
Reading of four to six books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings are prepared by individual faculty members. Upon completion of a project, students submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or permission of department.
3 Lect Hrs, 1 Credit

PolSci L499 (IR L499)
Seminar in International Relations (B)
A research seminar designed for two categories of students: a) political science majors with an interest and strong background in international relations; and b) students completing the International Relations Program (for whom the seminar will provide the context and guidance to carry out a "Senior Project" aimed at integrating their study of international relations). In either case, students will spend most of their time researching, writing, and presenting a substantial paper.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits
Mr Langley, Mr Vannicelli, Mr Watanabe

PolSci 590
Field Practicum in Politics
Full-time work in a government or political agency to help students integrate course work with practical training.
Prerequisite: Permission of instructor.
Hrs by arrangement, 9 Credits

Program in Premedical Studies and Health-Related Careers

Director
Associate Professor William Hagar

The Program

The program offers matriculated students and post-baccalaureate students a comprehensive curriculum and advising support as they prepare for a career in medicine and health-related fields. Students enrolled in the program have the opportunity to pre-register for courses. For matriculated students this is a program of study which is noted on their transcript provided that more than two courses from their major are included.

The faculty director supervises the overall functioning of the certificate program. Students are required to take a minimum of six science courses, at least four of them at UMass Boston. These courses include the basic courses listed below in math, chemistry, physics, and biology, and may also include advanced science courses.

Requirements

Courses in the program usually include all or some of the following basic courses, and may also include advanced science courses (director's approval needed):

Chem 103-104 (General Chemistry I and II)

Biol 111-112 (General Biology I and II)

Chem 253-254 (Organic Chemistry I and II)

Physics 107-108 (College Physics I and II, non-calculus physics; familiarity with algebra and trigonometry required) *or*

Physics 113-114 (College Physics I and II, calculus-level physics; primarily for physics and mathematics majors) *and*

Physics 181-182 (laboratory)

Mathematics: About one fifth of the medical schools in the U.S. require calculus; college algebra is prerequisite for the chemistry and physics courses listed above.

Most medical schools will require college-level English courses, which may be taken at UMass Boston as required.

Courses and grades required: Six science courses are required for the certificate, at least four of which must be taken at UMass Boston. A grade of C or better in each course taken in the program will be required for the award of the certificate.

Further information is available from the University Advising Center (Grace McSorley, 617 287-5500).

Program in Professional Writing

Director

Professor John Brereton

The Program

The Professional Writing Program provides a bridge between traditional liberal arts training and writing in the workplace, and prepares students for the range of written communication they will undertake upon graduation. The program in professional writing is more general than a highly focused program in journalism or technical writing; instead, it attempts to supply liberal arts training in writing and a one- or two-semester internship in a job that requires intensive writing. Internships include work in journalism, television and radio broadcasting, public relations, and advertising. The program is open to matriculated and non-matriculated students. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

Admission

The program is highly selective; admission is by permission of the program director. Application prerequisites include submission of two writing samples and a record of successful work in freshman and sophomore level writing courses. All students must pass the Writing Proficiency Examination before admission becomes final.

Courses

Students take English Z215 and English 306, both advanced writing courses. They take a 3 to 6 credit internship and follow it by with an Internship Seminar. Each 3-credit internship involves 15 hours of work per week plus an on-campus meeting every other week. The program requires a total of 18 credits of work in courses and internships.

Program Sequence

Engl Z215 Intermediate Composition

Engl 306 Advanced Composition (may be taken two times, with different instructors)

Engl 480 English Internship (3-6 credits)

Engl 477 Internship Seminar (given in alternate semesters; co- or prerequisite: English Internship)

Elective creative writing courses above the 300 level; Engl 341, 342, 343; ComStu 480, or another elective approved by the director.

Further information about the Professional Writing Program is available from the English Department.

Department of Psychology

Faculty

Steven Schwartz, Associate Professor and Chair; Professors Augusto Blasi, Claire Golomb, Michael Milburn, Celia Moore, Helen Tager-Flusberg, Castellano Turner; Associate Professors Jane Adams, Deborah Brome, Dennis Byrnes, Alice Carter, Tiffany Cunningham, Sheldon Kalick, Karla Klein, Joan Liem, David Lisak, Jill Rierdan, Ester Shapiro, Carol L Smith, Pepper Williams; Assistant Professors Paul Nestor, Lizabeth Roemer, Amy Weisman; Lecturers Sheree Conrad, Laurel Wainwright

The Department

Psychology is the science that studies behavior and mental processes. It is relatively young, compared to other scientific disciplines, and in recent years there has been tremendous expansion in many areas of psychological research. The Psychology Department at UMass Boston exposes students to a variety of methods of studying human beings and other animals. These methods focus on biological structures and mechanisms, psychological processes (feeling, perceiving, thinking, acting), personalities, and social relationships; and changes in these phenomena through development and learning.

Requirements and Recommendations

Prerequisites

All psychology courses numbered 300 and above have as prerequisites:

1. Psych 100 or 101 and

2. Psych 102 OR Psych Z270.

Many of these courses have additional prerequisites; please consult course descriptions.

The Major

A psychology major may choose to pursue either a BA or a BS degree. The BS may be appropriate for those students who wish to do some of their work in the natural sciences. The requirements for the BA in psychology are listed below. For the BS degree, students must complete the same requirements and, in addition, Psych Z270, an experimental methods course in psychology, and six approved courses in natural science disciplines outside the Department of Psychology.

The requirements for a major in psychology are as follows:

I. Psych 100 or 101 and either Psych 102 or Z270

II. Two 200 level courses dealing with information processing or psychobiology (Psych 250, Psych 255, Psych 260, Psych 265)

III. Two 200 level courses dealing with abnormal, personality, developmental, or social psychology (Psych 200, Psych 215, Psych 230, Psych 241)

IV. For students matriculating spring 1991 and after: three upper-level (300- or 400-level); listed prerequisites; and Psych 102 or Z270.

V. One elective course from any area at any level.

Majors who intend to apply to graduate departments of psychology are strongly advised to take Psych 380 (History of Psychology) and one research practicum, e.g. Psych 475 (Experimental Methods: Learning and Perception), Psych 466 (Experimental Methods: Animal Behavior), Psych 439 (Experimental Methods: Social), Psych 448 (Experimental Methods: Developmental), Psych 469 (Experimental Methods: Physiological)

The Minor

Students majoring in another discipline in CAS or the College of Management, but with a strong interest in psychology, are encouraged to declare a minor in psychology. The requirements are:

A. Psych 100 or 101 and either Psych 102 or Z270.

B. Two of the following courses: Psych 200, Psych 215, Psych 230, Psych 241, Psych 250, Psych 255, Psych 260, or Psych 265.

C. Two 300-400 level courses (advanced) (except 488, 489, 496, 497, 498, 499).

Honors

The department offers an extensive honors program for students interested in going on to do graduate work in psychology. The honors program is designed to give outstanding students an opportunity to carry out a year-long program of study and research in an area of their interest under the supervision of a faculty advisor. In addition, honors students participate in a seminar which focuses on general issues in the philosophy of science, research methods, ethics, and other areas, as these relate to the particular problems that arise as they carry out their research.

Department of Psychology

The Joint Major in Psychology and Sociology

The Psychology and Sociology Departments offer a joint major emphasizing the theories, methods, and applications of social psychology, and the nature of social psychology as a subfield of both departments and a bridge between them. Students who elect this joint major complete a complementary sequence of psychology and sociology courses, and also have access to advising and counseling from both departments.

The course sequence for the joint major in psychology and sociology includes a minimum of 12 courses as follows:

Psych 100 or 101 (Introductory Psychology)
Sociol 101 (Introduction to Sociology)
Psych 230 (Social Psychology) or Sociology 281 (Society and the Individual)
Sociol 341 (Sociological Theory)
Sociol 351 (Research Methods)
Psych 102 or Psychology Z270 or Sociol 350 (Statistics)

Psychology A: One of the following:

Psych 250 (Learning and Memory)
Psych 255 (Perception)
Psych 260 (Physiological Psychology)
Psych 265 (Comparative Psychology)

Psychology B: One of the following:

Psych 200 (Personality)
Psych 215 (Abnormal Psychology)
Psych 241 (Infancy and Child Development)

Two from the directed list of psychology courses:

Psych 315 (Psychological Trauma)
Psych 333 (Group Dynamics)
Psych 334 (Social Perception)
Psych 335 (Social Attitudes and Public Opinion)
Psych 338 (Community Psychology)
Psych 341 (Family and Child Development)
Psych 430 (Internship in Psychology)
Psych 439 (Experimental Methods: Social)

Two from the directed list of sociology courses:

Sociol 300 (Communication and Opinion)
Sociol 310 (Socialization)
Sociol 316 (Family Violence in America)
Sociol 342 (Aging and Society)
Sociol 362 (Juvenile Delinquency)
Sociol 382 (Sociology of Gender)
Sociol 384 (Medical Sociology)
Sociol 386 (Sociology of Mental Health and Illness)
Sociol 427 (Minority Role Behavior)
Sociol 480b (Sociology of Urban Social Services)

Note: Either Psych 430 or Sociol 480b, but not both, may be applied to the joint major.

Students are required to declare the joint major in psychology and sociology no later than the start of their junior year. Waiving or modifying any joint major requirement must be approved by both departments. Joint majors are assigned a faculty advisor from each department, and they are urged to make contact with their advisors as soon as possible.

Transfer Credit Policy

Transfer of courses from other universities for credit toward a psychology major must be approved by the Department of Psychology. A student transferring to the University from an accredited institution must take at the University of Massachusetts Boston a minimum of six psychology courses beyond Psych 101 to satisfy major requirements, and a minimum of three for the minor.

Courses

Psych C110
Understanding Controversy in the Social and Behavioral Sciences
This course encourages students to think deeply about two or three controversies in the social and behavioral sciences (e.g., controversies about IQ tests and the nature of insanity). Although instructors may choose different controversies for consideration, all will emphasize understanding the role of competing theoretical frameworks in the controversy and learning how to deal analytically with these competing frameworks. (Course not offered 1998-99.)
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych C120
The Nature of Prejudice
Examination of psychological and sociocultural factors in intergroup prejudice. Use of the classic work by Gordon Allport as an analytic framework and an incorporation into it of subsequent developments in the social sciences. (Course not offered 1998-99.)
Prerequisite: Psych 100 or 101 and Psych 230 or Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych C220
Psychoanalysis and the Study of Man
Basic psychoanalytic concepts are explored primarily through critical reading and discussion of Freud's major works. These psychoanalytic concepts are applied to the study of human behavior, thought and feeling. The course provides an introduction to the general area of the social and behavioral sciences. (Course not offered 1998-2000).
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 100
Introductory Psychology
A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, and motivation and emotion. Please note: Students who have already earned credits for Psych 101 may not register for this course.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Conrad, and Staff

Psych 101
Introductory Psychology
A general survey of selected content areas in psychology, including personality and human development; physiological psychology; learning; intelligence; heredity and environment; and motivation and emotion. In addition, separately scheduled discussion sessions provide students with the opportunity to work concretely with constructs and methods as they apply to specific problem areas. Please note: Students who have already earned credits for Psych 100 may not register for this course.
Distribution Area: Social and Behavioral Sciences.
4 Lect Hrs, 4 credits
Ms Adams, Ms Conrad, Ms Smith, and Staff

Department of Psychology

Psych 102
Introduction to Behavioral Research
An introduction to the ways of discovering, describing and making warranted assertions about aspects of people and social life. The chief objectives are 1) to help students develop the skills and knowledge necessary to become intelligent critics of research in the behavioral and social sciences, and 2) to give them a rudimentary understanding of the design and evaluation of scientific research. Statistical material is treated in a conceptual manner. Classroom work and course examinations concentrate equally on research design and research evaluation.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Kalick, Mr Schwartz, and Staff

Psych 200
Personality
Conceptions of human nature are examined in light of various theories of personality. This course focuses on the theories of Freud, Adler, Sullivan, Erikson, Kelly, Ego psychologists, and other theorists presenting the behavioristic and humanistic perspectives. Among the topics to be addressed are personality structure and its development; stress and coping; neurotic styles; and human motives and their measurement.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Blasi, Ms Klein, Mr Lisak, Ms Roemer

Psych 215
Abnormal Psychology
This course examines the range of common psychological disorders, their characteristic symptoms, possible causes, and treatment. It takes a critical scientific approach to the criteria used to define psychological abnormality, the theories used to explain it, and the therapies used to treat it. Etiology, dynamics and treatment of psychopathology.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Brome, Ms Klein, Ms Liem, Mr Nestor, Mr Turner

Psych 230
Social Psychology
A scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; focuses on the drama of social interaction.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Kalick, Mr Milburn, Ms Weisman

Psych 234
Psychology of Cross-Cultural Relations
This course examines the nature and dynamics of inter-group relations within a multicultural context, studying relations among diverse cultures and racial groups in the United States and globally. The course looks at cross-cultural relations from an interdisciplinary perspective, discussing psychological and sociopolitical perspectives.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Turner, Ms Weisman, and Staff

Psych 235
Psychology and the Afro-American Experience
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black activism, and the dynamics of individual and institutional racism.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 236
The Psychology of Women
Psychological theories about women from Freud to the present are examined with emphasis placed on biological and sociocultural perspectives as they have influenced the development of a psychology of women. Special attention is paid to the developmental process and the unique issues and concerns of the female infant, child, adolescent, young adult, and older woman.
Prerequisite: Psych 100 or 101.
Recommended: Psych 230, 241.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: United States.
Ms Liem, Ms Wainwright, and Staff

Psych 241
Infancy and Childhood Development
This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis will be placed on early perceptual, cognitive, social and affective development bearing the following questions in mind: How does the world of space and objects appear to the infant? How does he or she acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role is played by the significant people in his or her life?
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Blasi, Ms Carter, Ms Golomb, Ms Klein, Ms Tager-Flusberg, Ms Wainwright

Psych 242
Adolescence
This course is designed to acquaint students with psychological characteristics of adolescent development, theoretical approaches to adolescence, and experimental studies of the causes of a variety of behaviors during adolescence. The course will also focus upon major problems and characteristics of adolescents in modern society.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Blasi, Ms Brome, Ms Shapiro

Psych 243
The Psychology of Adult Development and Human Aging
A developmental approach to human integrity and functioning in the second half of the life span. Stereotyped ideas about the aging process are critically reviewed. Newer approaches to facilitating psychological well-being in the latter years of life are given special attention.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Turner

Psych 250
Learning and Memory
An introduction to current views of behavioral change, learning, and remembering. The course focuses on concepts, theoretical issues and applications of current research.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Byrnes, Mr Williams, and Staff

Department of Psychology

Psych 255
Perception
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with perception-personality relationships.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Byrnes, Mr Williams

Psych 260
Physiological Psychology
An examination, in depth, of selected topics in physiological psychology, including the evolution of the vertebrate nervous system, communication in the central nervous system, emotion, reward and punishment, and physiological methodology.
Prerequisite: Psych 100 or 101 or Biol 111.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Cunningham, Ms Moore

Psych 265
Comparative Psychology
Evolution of behavior, similarities, and differences in environmental adjustment and in behavioral organization among various types of living organisms from plants to unicellular organisms to the primates, including man.
Prerequisite: Psych 100 or 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Cunningham, Ms Moore

Psych Z270
Statistics
The applied study of the scientific method in the behavioral sciences. Fundamental statistical concepts and techniques are surveyed and used, with primary emphasis on the logic underlying the use of descriptive and inferential tools in scientific inquiry. Topics include parametric and non-parametric statistics, e.g., correlation and analysis of variance.
Prerequisites: Psych 101 and high school algebra or Math 124.
3 Lect Hrs, 3 Credits
Mr Schwartz, Ms Wainwright, Mr Williams

Psych Z290
Special Topics in Psychology
This course is conducted by various members of the faculty with special attention to their fields of scholarly interests. Topics vary by semester.
Prerequisite: Psych 100 or 101.
3 Lect Hrs, 3 Credits

Prerequisites for Upper-Level Courses

Please note: For any course numbered 300 or higher, the prerequisites listed below are in addition to a) either Psych 100 or Psych 101; *and* b) either Psych 102 or Psych Z270, which are prerequisite for all upper-level courses.

Psych 300
Psychological Testing
An examination of the assessment process and the methods (tests, interviews observations) used in it. Emphasis on the standards of validity for tests and procedures and on proper test use. Introduction to some major psychological tests. (Course not offered 1998-99.)
3 Lect Hrs, 3 Credits
Prerequisite: Psych Z270.
Ms Brome, Ms Roemer, Mr Schwartz

Psych 302
Human Motives and Emotions
An examination of major issues in the area of human motives and emotions. Theoretical analyses from the early theories of James, Dewey, Freud and Watson to contemporary studies employing the evolutionary behaviorist and cognitive perspectives. Topics include the relationship among motives, emotions and personality, and the rationality of the emotions.
Prerequisite: Psych 200.
3 Lect Hrs, 3 Credits
Ms Conrad, Ms Roemer, and Staff

Psych 305
Jungian Psychology
This course provides serious students of personality theory with a thorough understanding of the theoretical work of Carl G. Jung. The course examines Jung's concept of the unconscious, his theory of archetypes, and his ideas about human development through the lifespan. It also focuses on Jung's methods of dream analysis and his psychology of religion. (Course not offered 1998-99.)
Prerequisite: Psych 200.
3 Lect Hrs, 3 Credits
Mr Lisak and Staff

Psych 315
Psychological Trauma: Individual and Society
This course explores the theory, research, and phenomenology of response to such traumatic events as combat, rape, and concentration camp survival. It examines normative psychological processes, common symptom picture, and the developmental, sociocultural, and personality factors that influence response. Discussions also focus on present and past controversies within the research, and on the personal, social, and professional implications of the material.
Prerequisites: Psych 215
3 Lect Hrs, 3 Credits
Mr Lisak, Ms Roemer, and Staff

Psych 333
Group Dynamics
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments—physical, personal, social, and task. Each of these interrelated environments influences various aspects of group process. Thus leadership, power, conformity, status, goals, etc., are considered as interrelated processes of social interaction.
Prerequisite: Psych 230.
3 Lect Hrs, 3 Credits
Ms Conrad, Mr Kalick, Ms Liem, and Staff

Psych 334
Social Perception
Research in social perception seeks to discover how one attends to, thinks about, and understands others and oneself. Social perception entails observing behavior and forming impressions of character, ability, mood, and intentions. This course examines these processes, primarily through consideration of advanced texts and original research reports.
Prerequisite: Psych 230.
3 Lect Hrs, 3 Credits
Mr Kalick

Psych 335
Social Attitudes and Public Opinion
This course examines the nature of attitudes, beliefs, and values, and the influences which individuals' attitudes have upon their behavior. Various theories of attitude organization and attitude change are discussed, and the development of social attitudes is explored by examining the differential impact of the family, the educational system, the mass media, and the general social environment. The changing content of public opinion over time and its relationship to the political system are also discussed.
Prerequisite: Psych 230.
3 Lect Hrs, 3 Credits
Ms Conrad, Mr Milburn, and Staff

Psych 338
Community Psychology
Contributions of psychology to the understanding of human communities. Community mental health, ecological, and social structural approaches to community psychology are examined. (Course not offered 1998-99.)
Prerequisite: Psych 230.
3 Lect Hrs, 3 Credits
Ms Liem and Staff

Department of Psychology

Psych 340
The Development of Child Art
Primarily concerned with symbol formation in child art and child play, and organized in the form of a seminar consisting of lectures, discussions and student presentations. The main area of study will be child art, pretense play and fantasy, and imitative actions and copying, with some exploration of the role of fairy tales in early childhood.
Prerequisite: Psych 241.
3 Lect Hrs, 3 Credits
Ms Golomb

Psych 341
The Family and the Child: A Psychological View
The role of the family in the psychological development of the child. A psychodynamic view of the family, examining stages of development from the third trimester of pregnancy to sixteen years of age. (Course not offered 1998-99.)
Prerequisite: Psych 241.
3 Lect Hrs, 3 Credits
Ms Klein, Ms Liem, Ms Shapiro

Psych 342
The Growth of Imaginative Behavior
This course focuses on the origins and course of development of fantasy, make-believe play, and story telling in the lives of normal and developmentally atypical children. Each of these domains is examined in relation to the child's cognitive, social and emotional development. Discussions also focus on the educational implications of the empirical findings, and on therapeutic intervention through various forms of play therapy.
Prerequisite: Psych 241 or 242 or 215.
3 Lect Hrs, 3 Credits
Ms Golomb

Psych 344
Personality Development
This course examines basic issues in the development of personality, which is distinguished from cognitive and intellectual development. Each topic covers a central developmental issue characterizing a specific age and having critical implications for overall development. Topics include temperament and personality development, separation and autonomy, competence and achievement, the development of the self and self-concept, and adult development. Emphasis is on primary source material used in research reports.
Prerequisites: Psych 200, and 241 or 242; or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Blasi, Ms Klein, Ms Roemer

Psych 345
Moral Development
This course examines different research areas and different theoretical views concerning the development of moral attitudes and behavior. The first and most central area of study concerns moral understanding and the development of judgments about morality. Other important issues discussed are the development of moral feelings, especially empathy and guilt; the connections between judgments, feelings, and action, including the development of self control; and social and family antecedents of moral development.
Prerequisite: Psych 241 or 242.
3 Lect Hrs, 3 Credits
Mr Blasi

Psych 346
Language Development
This course focuses on various theoretical approaches to the development of language. Pragmatic, semantic, and syntactic aspects of language acquisition are studied in depth. The role of language-specific, cognitive, and social factors in the process of acquisition are considered, with reference to both normal and disordered populations.
Prerequisites: Psych 241 or 356; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Smith, Ms Tager-Flusberg

Psych 347
Cognitive Development
This course explores the general question of how thinking develops. Particular emphasis is placed on understanding the development of thinking in childhood and on identifying those aspects of children's approaches to conceptualizing, theorizing, and remembering which are changing during this time. Some attention will also be given to understanding possible mechanisms of cognitive change.
Prerequisite: Psych 241 or 242 or 250.
3 Lect Hrs, 3 Credits
Ms Smith

Psych 349
Developmental Disorders
This course examines the underlying causes of developmental changes in the brain and behavior that result in childhood neurobehavioral disorders. Attention is given to the neuropsychological outcome of premature infants, infants with genetic/chromosomal disorders (such as Down's syndrome, or fragile X syndrome), and infants with problems resulting from environmental exposures (drugs, chemicals, and maternal illnesses).
Prerequisites: Psych 215 and 260.
3 Lect Hrs, 3 Credits
Ms Adams, Mr Nestor

Psych 350
Cognitive Psychology
An exploration of how human beings develop strategies for obtaining information from their environment, and how this information is organized, stored, and retrieved for later use.
Prerequisite: Psych 250 or 255.
3 Lect Hrs, 3 Credits
Mr Byrnes, Mr Schwartz, Ms Smith, Mr Williams

Psych 356
The Psychology of Language and Thought
Behavioral and physiological approaches to the processes underlying language and thought, and to the relationships between them.
Prerequisite: Psych 250 or 255.
3 Lect Hrs, 3 Credits
Ms Smith, Ms Tager-Flusberg

Psych 360
The Neuropsychology of Higher Cognitive Processes
The neural basis of higher cognitive functions, such as perception, language, and memory, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisite: Psych 260.
3 Lect Hrs, 3 Credits
Mr Nestor

Psych 361
The Brain and Behavior
An in-depth consideration of the neural mechanisms mediating reinforcement (reward and punishment), motivation (hunger and sex), attention, and learning.
Prerequisite: Psych 260.
3 Lect Hrs, 3 Credits
Ms Cunningham, Ms Moore, Mr Nestor

Psych 362
Psychopharmacology
A survey of the background and history of psychoactive drugs, their current uses as research and therapeutic tools, and the difficulties in appraising their effects. Particular attention is given to the effects of drugs on the development of new fields of inquiry such as neuropsycho-pharmacology and influences on older fields such as biological psychiatry, etc.
Prerequisite: Psych 260, or equivalent.
3 Lect Hrs, 3 Credits
Ms Adams, Ms Cunningham

Psych 377
Issues and Controversies in Psychological Testing
This course provides students with an in-depth examination of some current issues in the field of psychological testing. Areas of exploration include the ethics of testing, who should test and under what circumstances, personnel selection, testing minority populations, legal aspects of testing, testing and computers. (Course not offered 1998-99.)
Prerequisite: Psych 300.
3 Lect Hrs, 3 Credits
Ms Brome, Mr Schwartz

Department of Psychology

Psych 378
Introduction to Applied Personality Measurement
This course is designed to provide students with experience in the assessment of normal and psychopathological aspects of personality, covering a wide variety of research and applied instruments. Students will administer tests to each other, and contribute results to a data bank that will be available for use in the course. Research on existing instruments and on the development of new instruments will be presented. (Course not offered 1998-99.)
Prerequisite: Psych 200 or 215.
3 Lect Hrs/2 Lab Hrs, 3 Credits
Ms Brome, Ms Carter

Psych 379
Cognitive Assessment
The course considers the diagnostic, therapeutic, and research implications of tests most commonly used for the measurement of intellectual abilities, verbal and perceptual functions, and manual dexterity. It examines the rationale for inferring deficits of function and looks at problems of differential diagnosis. Issues of evaluation and interpretation are placed in the context of current research and theory in cognitive psychology. (Course not offered 1998-99.)
Prerequisites: Psych 300; and 350 or 360.
3 Lect Hrs/2 Lab Hrs, 3 Credits
Ms Brome, Mr Nestor

Psych 380
History, Systems, and Theories of Psychology
This course explores the theoretical and methodological problems of contemporary psychology—especially clinical psychology—in historical perspective. It provides a broad overview of the development of psychology as an independent discipline and of the various sub-specialties in the field; and it evaluates the significance of new movements and methods by examining intellectual antecedents and underlying assumptions.
Prerequisites: Junior or senior status.
Ms Conrad and Staff
3 Lect Hrs, 3 Credits

Psych 400
Experimental Methods: Psychological Testing
This course provides an in-depth examination of test construction, focusing on the integration of theory with practice. The course offers students experience in developing and validating tests of general ability, achievement tests, and personality tests. (Course not offered 1998-99.)
Prerequisites: Psych 207 and 300.
3 Lect Hrs, 3 Credits
Ms Brome

Psych 415
The Psychopathology of Childhood
An advanced course in developmental psychology and psychopathology. Deals mainly with early childhood and emphasizes Anna Freud's views as they evolved from experience in the psychoanalysis of children. Specific topics include temporary regression in childhood, the transitional object, consciousness in childhood, the influences of physical illness and hospitalization on mental development, object loss, the diagnostic profile, and the concept of the representational world. (Course not offered 1998-99.)
Prerequisites: Psych 200 or 215 or C220; and 241.
3 Lect Hrs, 3 Credits
Ms Carter, Ms Klein, Ms Tager-Flusberg

Psych 420
Principles of Psychotherapy
Psychotherapy is defined and a number of existing systems of psychotherapy are studied and compared through close reading of cases reported in the literature by the originators of each system.
Prerequisites: Psych 200 and 215.
3 Lect Hrs, 3 Credits
Ms Liem, Mr Turner

Psych 430
Internship in Psychology
An internship course to give students the opportunity of combining human service or research in an area of psychology with a weekly seminar where they can reflect on their field experiences. As part of the seminar, students will be expected to attend its weekly meetings and to complete readings and a written term project relevant to their field experience as worked out in consultation with the faculty coordinator.
Prerequisites: Psych 101, and 102 or Z270; three additional psychology courses, including one upper level course; and permission of the instructor.
4 Lect Hrs, 6 Credits
Ms Shapiro and Staff

Psych 439
Experimental Methods: Social
The general purpose of the course is to introduce the students to experimental research methods in social psychology. Class activities include examination of the relevant literature, participation in pre-designed studies, and the formulation, carrying out, and analysis of an original research project. The student has an opportunity to become familiar with the use of laboratory equipment such as audio and video recorders. (Course not offered 1998-99.)
Prerequisite: Psych 230.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Mr Kalick, Mr Milburn, Ms Weisman

Psych 442
Field Course in Early Child Development
This course is designed as a field laboratory course and fulfills two distinct functions: (a) It exposes the student to children in a naturalistic setting (nursery school or day-care) and trains him or her in the role of teaching assistant or early childhood caretaker; (b) it trains the student in research methods and techniques of data collection relevant to issues in child development. This involves the study of selected problems, search of the literature, formulation of hypotheses, design of observational and experimental studies, data collection and analysis, and the writing of research reports. (Course not offered fall 1998.)
Prerequisites: Psych 241, and permission of instructor.
7 Hrs, 4 Credits
Ms Golomb, Ms Klein, Ms Wainwright

Psych 465
The Psychobiology of Development
Problems in behavioral development are explored from an evolutionary perspective. A major emphasis of the course is on the formulation of general principles of development applicable to a wide variety of species. A second emphasis is on interpreting the relation of the animal literature to an understanding of human development. Specific topics are drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisites: Psych 241; and 260 or 265; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Cunningham, Ms Moore

Psych 466
Experimental Methods: Animal Behavior
The lab introduces practical aspects of the study of species-typical behavior. Observational and experimental techniques are used with a variety of behavior patterns in a variety of species. (Course not offered 1998-99.)
Prerequisite or Corequisite: Psych 265.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Ms Cunningham, Ms Moore

Psych 469
Experimental Methods: Physiological
Lab research on selected topics in physiological psychology, including hormonal influences, brain-behavior relationships, and mechanisms of reward and punishment. Emphasis is on the acquisition of research skills through the use of surgical, histological and statistical techniques in investigations mainly derived from computer-simulated data bases.
Prerequisite: Psych 260 or Biol 211 or 213.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Ms Cunningham, Ms Wainwright

Department of Psychology

Psych 475
Experimental Methods: Learning and Perception
The course is focused on the use of laboratory methods and research design in the traditional areas of experimental psychology (e.g., perception, learning, problem solving). Students design experiments, collect and analyze data and report their findings. The objectives of the course are to help students develop knowledge of the logic and techniques of experimentation, along with the skills required to use this knowledge. (Course not offered fall 1998.)
Prerequisites: Psych 250 and 255.
1 Lect Hr, 4 Lab Hrs, 3 Credits
Mr Byrnes, Mr Williams

Psych 485
Humanistic Psychology
An examination of the historical roots of contemporary writings in existential and humanistic psychology. Studies on human health, growth, neurosis, and self-actualization are emphasized. (Course not offered fall 1998.)
Prerequisites: Two of the following: Psych 200, 230, 241; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Golomb

Psych 486
Research Apprenticeship in Psychology
This course is designed to provide undergraduate majors in psychology with opportunities to participate in empirical research under the direction of a full-time faculty member. Students may be involved in all aspects of research including review of the literature, selection of tasks and measures, preparation of experimental protocols, data collection, coding and analysis. This course is open only to psychology majors.
Prerequisites: Psych 100 or Psych 101, and Psych 102 or 270, plus 3 additional psychology courses; and permission of instructor.
Hrs by arrangement, 3 Credits

Psych 488, 489
Directed Study in Psychology
Independent work on special problems or in certain fields of psychological interest. Students must make arrangements with individual instructors and have projects approved by the department.
Prerequisites: At least 2 intermediate-level psychology courses, and permission of instructor.
Hrs by arrangement, 1-4 Credits

Psych 490
Special Topics in Psychology
Conducted by various members of the faculty with special attention in their fields of scholarly interest. Topics vary by semester.
Prerequisites vary.
3 Lect Hrs, 3 Credits

Psych 496, 497
Honors Research
Independent study; the research, writing and defense of thesis.
Prerequisite: Permission of Psychology Honors Committee.
Hrs by arrangement, 3 Credits

Psych 498
Senior Honors Seminar I
An intensive program of directed research combined with weekly discussion.
Prerequisite: Permission of Psychology Honors Committee.
3 Lect Hrs, 3 Credits

Psych 499
Senior Honors Seminar II
An intensive program of directed research combined with weekly discussion.
Prerequisite: Psych 498.
3 Lect Hrs, 3 Credits

Graduate Courses

Psych 650
Advanced Cognitive Psychology
An examination of various higher mental processes and their application from an information processing framework.
Prerequisite: Graduate status or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Bymes, Mr Schwartz, Ms Smith, Mr Williams

Psych 670
Advanced Statistical Methods
This course is designed to instruct students in advanced statistical topics and to give training in the use of the corresponding computer methods. Emphasis is placed on the statistical methods which are of most general interest and importance to social scientists; multiple regression analysis and variance. Data and examples from a variety of disciplines will be presented.
Prerequisite: Graduate status or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Milburn, Mr Williams

Psych 680
History, Systems, and Theories of Psychology
This course explores the theoretical and methodological problems of contemporary psychology—especially clinical psychology—in historical perspective. It provides a broad overview of the development of psychology as an independent discipline and of the various sub-specialties in the field; and it evaluates the significance of new movements and methods by examining intellectual antecedents and underlying assumptions.
Prerequisite: Graduate status or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Conrad and Staff

Program in Public Policy

The Program

The Program in Public Policy is an interdisciplinary program primarily for but not limited to matriculated undergraduate students. The aim of the program is to provide effective public policy training for individuals prospectively involved in the public, not-for-profit, or private sectors. The underlying motivation for this program is the belief that the University and the College can and should play an integral role in improving the quality of public policy making in cities and towns, in the state, and in the nation, and that such an improvement will enhance the quality of life for all citizens. The program provides students with both an understanding of the fundamental elements involved in the public policy process and with the analytical skills—qualitative and quantitative—necessary to make an informed evaluation of stages in the process and of the policies emerging from that process. The program provides students with a disciplined approach to public policy and the policy making process within a framework designed and administered by faculty experts.

The program is open to matriculated and non-matriculated students. Non-matriculated students who meet all program requirements receive a certificate of completion.

Requirements

The requirements of the Program in Public Policy provide structure while allowing for flexibility. Some courses are taken by all the students in the program, but others are selected by students in order to meet their own individual needs and interests. A particular student's choices may sample many broad areas within the field, or may explore a specific area in greater depth.

Required Courses

All students are required to take Political Science 203 (Public Policy) which provides the essential descriptive and analytical elements of public policy. The program contains a statistics requirement which can be met by successful completion of any one of the following courses: Economics 205 (Statistical Methods), Psychology Z270 (Statistics), or Sociology 350 (Elements of Social Statistics). Students are also required to complete either Economics 101 (Introduction to Microeconomics) or Economics 102 (Introduction to Macroeconomics). The choice will usually depend upon whether the student prefers an emphasis on microeconomics or macroeconomics.

Study of Religion Program

Program in Public Policy

Area Courses

Students must also fulfill area requirements by completing five courses from the list which follows. Since courses offered vary from semester to semester, students should consult with the program office for updated lists. Courses must be drawn from a minimum of three of the following five areas:

1. Ethics and Public Policy,
2. Urban and Regional Policy,
3. Environmental Policy,
4. Social Welfare Policy, and
5. Public Administration and Management.

One of the areas must be Ethics and Public Policy. In fulfilling the eight-course requirement, students will be expected to avoid concentrating too heavily on offerings from any one department: a maximum of four is allowed. Of the five courses, a minimum of two must be at or beyond the 300 level.

Area I: Ethics and Public Policy

*Anth 352 (Applied Social Anthropology)
Phil 215 (Philosophical Foundations of Public Policy)
Phil 221 (Business and Management Ethics)
Phil 222 (Moral Issues and Medicine)
Phil 307 (Technology and Values)
PolSci 347 (Politics, Social Choice, and Public Policy)

Area II: Urban and Regional Policy

*Anth 252 (Urban Anthropology)
BlkSty 320 (Problems in Urban Education)
BlkSty 410 (Black Urban Politics)
Econ 215 (Political Economy of New England)
Econ 318 (Economics of State and Local Government)
Geog 221 (Urban Physical Environment)
*Geog 340 (Planning and Land Use Law)
Geog 375 (Urban Planning)
PolSci 340 (Boston: Cooperation and Conflict in the Urban Environment)
PolSci 341 (Metropolitan Politics)
PolSci 344 (Problems of Urban Politics)

Area III Environmental Policy

Econ 345 (Energy)
*Econ 349 (Economic Approaches to Environmental Problems)
*Geog 221 (Urban Physical Environment)
Geog 324 (Coastal Zone Management)
*Geog 340 (Planning and Land Use Law)
*Geog 378 (Resource Management)
Phil 220 (Environmental Ethics)
PolSci 348 (Science and Public Policy)

Area IV: Social Welfare Policy

*Anth 252 (Urban Anthropology)
Anth L301 (AmSt L301) (Childhood in America)
*Anth 352 (Applied Social Anthropology)
Anth 670 (Industrial Anthropology and Sociology)
BlkSty 104 (Drug Abuse and the Black Community)
Econ 343 (The Political Economy of Black America)
Econ 350 (The Political Economy of Aging and Retirement)
Econ 380 (The Economics of Health Care)
Econ 394 (Sex Segregated Labor Markets)
Econ 395 (The Economics of Social Welfare)
Sociol 160 (Social Problems)
Sociol 233 (Sociology of Unemployment)
Sociol 250 (Social Policy)
WoSt 260 (Women's Health Care)
WoSt 330 (Women and Public Policy)

Area V: Public Administration and Management

Anth 615 (Public Archaeology)
Econ 417 (Public Finance)
Econ 433 (Government Regulation of Private Business)
PolSci 325 (Public Administration)
PolSci 327 (Public Management I)
PolSci 356 (Comparative Public Administration)

*Courses listed in more than one area.

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

Other Activities

The program will sponsor a variety of guest lecturers and colloquia on various aspects of public policy studies and policy areas.

Faculty

Richard Horsley, Professor and Director; Associate Professor Kathleen M Sands

The Program

The Program in the Study of Religion, housed in the Classics Department, offers a set of courses which concentrate on the religious dimension of human experience. The nucleus of the program consists of a group of courses directly in the study of religion which focus on the fundamental problems and themes of religious experience. These are supplemented by a variety of departmental course offerings which examine religious aspects of literature, history, or institutions, as treated by the social sciences and the humanities. This program seeks to explore critically the cultural heritage of religious experience in a fashion which enables students to expand their views of human culture and to find the place of their own history and experience within the framework of a liberal and humanistic education.

Requirements and Recommendations

The Program in the Study of Religion is designed for students who wish to pursue the study of religion in a systematic way. Students will be assisted and advised by the Committee on the Study of Religion which supervises the program. A student's program of study must be coherent, balanced, and varied. It must provide for a clearly-defined focus and for study of a wide range of religious phenomena. Successful completion of the program is formally acknowledged on students' official records.

To fulfill the program requirements, a student must complete six or more courses, at least three of which must be selected from courses offered directly in the program with the remainder chosen either from the program's courses or from the approved list of related courses. (See below)

Study of Religion Program

Related Courses

In addition to the specific courses in the study of religion listed below, the following courses are closely related to the study of religion:

Approaches to Religion through Particular Disciplines
Anth 366 (The Anthropology of Religion)
Anth 367 (Social and Cultural Perspectives on Witchcraft and Sorcery)
Phil 225 (The Philosophy of Religion)
Sociol 431 (The Sociology of Religion)

Major Religious-Cultural Traditions
Clsics 385 (Greek and Roman Religion)
Hist 337 (Jewish History: Ancient)
Hist 338 (Jewish History, From Messianism to Modern Statehood)
Phil 297 (Asian Philosophy)
Phil 311 (Medieval Philosophy)
PolSci 470 (Christianity and Politics)

Religion and Literature
Clsics C271 (Paganism and Christianity)
Engl 335 (Visionary and Prophetic Modes in Literature)
Engl 385 (Milton)
Engl 388 (Blake)
French C275 (Freedom, Evil and Guilt: Religious Dimensions in Modern French Literature)
Phil 305 (Philosophy and Literature)
Phil 303 (Simone Weil)
Phil 351 (Plato)
Phil 357 (Kierkegaard)

Transfer Credit Policy

Students seeking to transfer credit for courses taken at other institutions should confer with the director of the program.

Courses

RelSty C104
Socrates, Jesus, Buddha
A study of three great paradigmatic figures and the different ways of life and views of reality which they represented. Attention to the social-cultural contexts in which they emerged; critical evaluation of Socrates and Jesus as sources of Western values; and exploration of why the Buddha has recently become an attractive alternative.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelSty C122
Varieties of Religious Experience
A comparative study of religion, concentrating on representative mythic, mystical, prophetic, or messianic figures and movements from various religious traditions, and using psychological, sociological, and theological-philosophical approaches. Coverage of such different types of figures and movements as a Native American or an African religious movement; Gandhi or a representative Buddhist movement; Moses and the Exodus of ancient Israel; Jesus and early Christianity; and the bearing of religious traditions on some contemporary religious issues. The course is restricted to freshmen and sophomores.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelSty C241
Myth, History, and Prophecy: Old Testament
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East, with some attention to subsequent biblical interpretation, literature, and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest, and apocalyptic visions.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Mr Horsley

RelSty C264
Contemporary Religious Thought
Consideration of major currents in contemporary religious thought from existentialist theology and mystical contemplation to more socially oriented reflection and religious philosophies of non-violence and revolution. Readings from Buber, Tillich, Weil, Teilhard, Merton, Niebuhr, Gandhi, Fackenheim, Berrigan, Cox, and Daly.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Sands

RelSty C273
Problems in Religion and Ethics
Consideration of certain religious-ethical perspectives on a few key social issues such as medical ethics, racial and sexual oppression, poverty, and violence. Concentration on three or four different positions such as those of Cox, Daly, Heschel, King, Niebuhr, Vatican II, and Third-World Catholic figures.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Horsley

RelSty 109
Symbol, Myth, Ritual
An introductory and survey course in religion which takes a comparative, historical and anthropological approach. Beginning with primitive and archaic religion (including myth and ritual) it concentrates on two or three world-historic religions (e.g., Buddhism, Judaism, Christianity) and on contemporary renewals and revision of those traditions from the perspective of various critics of the social and political order.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Sands

RelSty 232
Asian Religions
A study of religious expression in China and Japan with special emphasis on Confucianism, Taoism, Buddhism and Shinto.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelSty 242
New Testament, Judaism, and Hellenistic Religion
A study of the religion and the literature of early Christianity in comparison with other, contemporary, Jewish movements—Pharisees, Essenes, others—and with Hellenistic philosophy and mystery religions. Concentration on the career and teachings of Jesus of Nazareth, the interpretation of his significance, and the development and diversity of the Christian movement.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Horsley

RelSty 245
The History of Christianity
A comparative survey of the evolution of Christianity in its diverse forms, examining the development of institutional forms, theological doctrine, ritual and the church's relation to the world, and covering such topics as martyrdom, monasticism, mysticism, the modem missionary enterprise, and the contemporary emergence of liberation movements. Textbook materials are supplemented by primary source materials, selected particularly to highlight the experience of non-dominant Christians.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Sands

Study of Religion Program

RelSty 250
Varieties of Mysticism
A critical and comparative study of specific mystics and mystical movements from the Hindu, Muslim, Jewish, and Christian religious traditions.
Prerequisite: One study of religion course or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelSty 255
Religions of the Oppressed
An examination of the religious life and expressions of subject people, including the relations these have to the programs and ideologies of the oppressors. Concentration on four or five historical and contemporary movements: for example, ancient Jewish apocalyptic movements, including that of Jesus of Nazareth, medieval European millenarian groups, the Ghost Dance among the American Indians, certain African liberation movements, black religion in America and the women's liberation movement.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Mr Horsley

RelSty L356 (WoSt L356)
Feminist Theology and Spirituality
This course explores feminism and theology as resources for each other. We study feminist critiques and revisions of Judaism, Christianity, "syncretistic" Christian-indigenous traditions, and Goddess spirituality. Special attention is given to religious experience of women in dominated cultures (e.g., Third World Women, women of color). Students form semester-long working groups around relevant topics of their own choosing.
Prerequisite: One study of religion course or one women's studies course.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Sands

RelSty L381 (Hist L381)
The History of American Religion
The history of religion in America from the earliest settlements to the present day. Particular attention is given to the nature and content of belief among the various American denominations, and to the ways in which those groups have attempted to put their beliefs into practice.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr O'Toole

RelSty L437 (Hist L437)
The Jewish Mind to 1600
Foundations of Jewish thought and institutions from the age of the Talmud to the early modern period. Characteristic features of Talmudic law and lore, medieval Jewish philosophy, mysticism, and humanism are examined, with attention both to historical context and to Biblical background.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Segal

RelSty 478, 479
Independent Study
Open only to a very limited number of students in any one semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program director.
3 Lect Hrs, 3 Credits

RelSty 480
Special Topics Seminar
Intensive study of special topics, varying each year. Enrollment is limited.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits

Program in Science, Technology, and Values

Directors

Professors Diane Paul and Arthur Millman

The Program

Science and technology are increasingly important sources of change in the world. The Program in Science, Technology, and Values offers students the opportunity to examine historical, socio-political, cultural, philosophical, and ethical dimensions of science and technology. It encourages both science and non-science students to analyze, in a focused way, the impact of science and technology on other social institutions and the impact of those institutions on science and technology.

Requirements

Students in the program complete a group of science and/or mathematics courses, and a group of courses focusing on science, technology, and values.

I. The science/math component.

Students must either

a. complete a major in biology, chemistry, geography, physics, or mathematics and computer science, provided that at least a one semester course with a laboratory component is included, or

b. complete four science or mathematics courses, at least one of which must include a laboratory component.

Courses which count as science/mathematics courses for the purposes of this science/math sequence include any courses in biology, chemistry, physics, geography, and mathematics and computer science at the 130 level and above. The following courses also count: Psychology 260, 378, 379, 439, 466, 469, and 475; Anthropology C210, 102, 211, 212, 241, and 316.

II. The science, technology, and values component.

Six courses are required. At least two must be chosen from each of the first two areas described below. The other two courses may be chosen from these areas or from a list of elective courses in other areas of science and technology studies. At least three of the six courses must be taken at the 300 level or above.

Department of Sociology

Program in Science, Technology, and Values

Area I: Philosophy and Values

Phil C205	Inquiry and Investigation
Phil 220	Environmental Ethics
Phil 222	Moral Issues in Medicine
Phil 307	Technology and Values
Phil 346	Philosophy of Science

Area II: History and Politics

Chem 476	Historical and Philosophical Background of Selected Chemical Theories
Hist C121	Technology and Civilization I
Hist C122	Technology and Civilization II
Hist 391	American Technology
PolSci 348	Science and Public Policy
PolSci/Phil LC270	The Darwinian Revolution
Psych 280	The History of Psychology

Area III: Electives

Anth 357	Culture, Disease, and Healing
Anth 358	Comparative Health Care Systems
Engl 334	Science Fiction
Sociol 384	Medical Sociology
WoSt 260	Women's Health Care

In addition, qualified advanced undergraduates may choose as electives, with the permission of the instructor:

CCT 640	Critical and Creative Thinking in Science and Technology
CCT 645	Seminar in Scientific Thinking
CCT 652	Children and Science

Advising

The directors and members of the advisory board will advise students how to meet the requirements of the program through the selection of a coherent, focused group of courses. There are several existing areas with coherent course groupings: (A) social and ethical issues concerning the environment (Phil 220, AmSt 309), (B) social and ethical issues concerning biomedicine and biotechnology (Phil 222, Sociol 384, Anth 357, Anth 358), and (C) for appropriately well qualified students, science education (CCT 640, CCT 645, CCT 652).

Information

Students interested in the program may contact either of the program directors at the Department of Philosophy (Professor Millman) or Political Science (Professor Paul).

Faculty

Russell Schutt, Professor and Chair; Professors Robert Dentler (Emeritus), Gerald Garrett (on leave spring 1999), Susan Gore, Calvin Larson (on leave fall1998), Richard Robbins (Emeritus), Sharon Stichter; Associate Professors Paul Benson, Harry Brill, Ann Cordilia, Estelle Disch, Glenn Jacobs, Lawrence Kamara, Richard Kronish, Siamak Movahedi; Assistant Professors Xiogang Deng, Stephanie Hartwell; Part-time Lecturers Madeline Adriance, Reza Kafayati, Bernard Michels, Edward Stern, Joanne Struzziery; Adjunct Faculty: Albert Cardarelli, Brian Clarridge, Floyd J Fowler, William Holmes, Sylvia Mignon, Bette Woody

The Department

Sociology is the scientific study of society and social relations. Sociologists study individuals in group contexts, ranging from couple relationships to organizations, cities, and nations. They examine patterns of social stratification, processes of socialization, the dynamics of inter-group relations, the origin of social problems and the effectiveness of social programs. They describe and analyze variations in income, occupation and education; ethnicity, race and culture; family and kinship; power and authority; crime and illness.

Sociologists use a range of research methods to gather information about people, groups, and social institutions. Students of sociology learn how to conduct surveys, design experiments, and observe social life. They study social theories and how they can be used to understand social behavior at different times and in different places. Many courses offer opportunities to apply sociological theories and methods to practical problems and in real world settings.

Requirements

The Major

The department requires a total of 30 semester hours of sociology credit for a major in sociology. Three courses are mandatory for the major: Sociol 101 (Introduction to Sociology), 341 (Elements of Sociological Theory), and 351 (Methods of Sociological Research). Of the remaining 21 sociology credits needed, at least one 3-credit course must be taken at the 300-level or higher. Junior or senior standing is recommended for all 300- or 400-level courses. A maximum of no more than 6 credits of internship courses in sociology may be taken toward the major.

At the invitation of the department, students may take individual directed study with emphasis on independent research. Students wishing to engage in independent study must submit
a proposal for departmental consideration; this must be done before the end of the semester preceding that in which they want to do the study.

Honors

The Department offers advanced students an honors major whose purpose is to provide a stimulating and in-depth undergraduate experience. It also gives students an opportunity to receive recognition for their achievements. Successful completion of the honors major is noted on a student's transcript.

The requirements for the honors major involve course work, an honors paper, and an overall grade point average of 3.25 in sociology courses.

Students with a 3.0 overall grade point average and a 3.0 in sociology with at least 12 credit hours in sociology courses taken at the University are eligible for admission to Alpha Kappa Delta, the national Sociology Honorary Society. Further details about the honors major and Alpha Kappa Delta are available from the department office.

The Minor

For a minor in sociology the department requires at least 18 semester hours of sociology credit, including the three courses required for the major (Sociol 101, 341, 351). Not more than 6 credits from an internship course may be counted toward the minor.

Pass/Fail Policy

No more than one course applied toward the major can be taken on a pass/fail basis. Neither Sociol 341 (Elements of Sociological Theory) nor Sociol 351 (Methods of Sociological Research) may be taken pass/fail.

Advising

Upon declaring a major, students will select or be assigned a departmental advisor. It is the responsibility of majors to keep up to date on their progress toward completion of the major and to maintain contact with their advisors.

Transfer Credit Policy

For students declaring sociology as their major, the following rules apply regarding sociology credit transfer. Generally no more than five sociology courses (15 credits) taken at another university or college may be applied toward the major. However, all sociology credits completed at UMass Amherst, UMass Dartmouth or UMass Lowell will be accepted toward a sociology major at UMass Boston. Course credit transfer from junior or community colleges will be evaluated on a case by case basis. Sociology majors should see the department chairperson for approval to take courses from other institutions whose credits they wish to use toward the major at UMass Boston.

Department of Sociology

Programs and Areas of Focus

For students interested in the field of human services, the SUSS (Sociology of Urban Social Services) Program within the Sociology Department offers a wide range of field placement experiences and related courses. Interested students (both majors and non-majors) should inquire in the Sociology Department office for a description of the program.

Students interested in criminology and corrections can take advantage of offerings in the new Criminal Justice Major administered jointly by CAS and CPCS. In addition to the major, options include a minor in criminal justice and a joint major in sociology and criminal justice. For complete information, see the "Criminal Justice" section of this publication.

Administered through the Department of Sociology, Alcohol and Substance Abuse Studies (ASAS) offers a flexible curriculum in the study of issues involving alcohol and other drugs. ASAS is an interdisciplinary program that uses alcohol- and drug-related sociology courses as its core curriculum. ASAS courses are especially relevant to students with career interests in substance abuse treatment and prevention services, teaching in primary and secondary schools, social work, and human services, medical and health care professions, and criminal justice. ASAS is offered as a program of study for students in all majors, including sociology.

Sociology courses in the ASAS curriculum include Sociol 367 (Drugs and Society), Sociol 369 (Alcoholism: Treatment and Prevention), Sociol 368 (Alcoholism: Etiology and Epidemiology), and Sociol 469 (Alcohol/ Drug Agency Experience). For complete information on ASAS as a program of study, see the "Alcohol and Substance Abuse Studies" section of this publication.

Internships

Internships are available in a variety of courses in the Department of Sociology, including Sociol 444 (Cooperative Education Field Experience in Sociology), Sociol 464 (Practicum in Corrections), Sociol 469 (Alcoholism Agency Experience), and Sociol 480B (Seminar in Urban Social Service).

The Joint Major in Psychology and Sociology

The Psychology and Sociology Departments offer a joint major emphasizing the theories, methods, and applications of social psychology, and the nature of social psychology as a subfield of both departments and a bridge between them. Students who elect this joint major complete a complementary sequence of psychology and sociology courses, and also have access to advising and counseling from both departments.

The course sequence for the joint major in psychology and sociology includes a minimum of 12 courses as follows:

Psych 101 (Introduction to Psychology)
Sociol 101 (Introduction to Sociology)
Psych 230 (Social Psychology) or
Sociology 281 (Society and the Individual)
Sociol 341 (Sociological Theory)
Sociol 351 (Research Methods)
Psych 102 or Psychology Z270 or
Sociol 350 (Statistics)
Psychology A: ONE of the following:
Psych 250 (Learning and Memory)
Psych 255 (Perception)
Psych 260 (Physiological Psychology)
Psych 265 (Comparative Psychology)
Psychology B: ONE of the following:
Psych 200 (Personality)
Psych 215 (Abnormal Psychology)
Psych 241 (Infancy and Child Development)

TWO from the directed list of psychology courses:

Psych 315 (Psychological Trauma)
Psych 333 (Group Dynamics)
Psych 334 (Social Perception)
Psych 335 (Social Attitudes and Public Opinion)
Psych 338 (Community Psychology)
Psych 341 (Family and Child Development)
Psych 430 (Internship in Psychology)
Psych 439 (Experimental Methods: Social)

TWO from the directed list of sociology courses:

Sociol 300 (Communication and Opinion)
Sociol 310 (Socialization)
Social 316 (Family Violence in America)
Social 342 (Aging and Society)
Sociol 362 (Juvenile Delinquency)
Sociol 382 (Sociology of Gender)
Sociol 384 (Medical Sociology)
Sociol 386 (Sociology of Mental Health and Illness)
Sociol 427 (Minority Role Behavior)
Sociol 480b (Sociology of Urban Social Services)

Note: Either Psych 430 or Sociol 480b, but not both, may be applied to the joint major.

Students are required to declare the joint major in psychology and sociology no later than the start of their junior year. Waiving or modifying any joint major requirement must be approved by both departments. Joint majors are assigned a faculty advisor from each department, and they are urged to make contact with their advisors as soon as possible.

Courses

Sociol C103
American Society: Socioeconomic Aspects
An examination of the development and the dynamics of the social structure and political economy of contemporary US society. Topics include the shape and historical development of the economic structure; trends and consequences of monopolization; ownership and control of the major corporations; multinationals and the consequences of foreign expansion; postwar foreign policy; theories of social class; trends within the occupational structure; poverty.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol C104
Personality and Social Structure in Two Societies
This course is an introduction to sociological and social science perspectives through the comparative analysis of two contemporary societies. The course is taught in two parts, describing and comparing first the elements of social structure and second how social structure, culture and personality fit together.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Ms Cordilia

Sociol C140
The Life Cycle
This course focuses on youth, adulthood, and old age; it examines the way in which, during different stages in life, different kinds of relationships rise and fall in importance. It considers the meaning of work at different stages and, in general, how individuals and groups cope with change.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Sociology

Sociol C240
The Self in Society: Studies of Autobiographies
This course uses sociological readings and a wide variety of autobiographical materials to help students make sociological sense of their own and others' lives. The course addresses how the development of identity and the development of personal empowerment are affected by discrimination. Selected readings by Goffman, Gilligan, Erikson, Mills, and others aid in the interpretation of autobiographies. Written and oral reports are used to practice the skills of listening, describing, analyzing, and interpreting.
Prerequisite: English 101-102.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Disch

Sociol C272
Social Change in the Third World
Social and economic aspects of development and modernization in Third World societies.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Stichter

Sociol 101
Introduction to Sociology
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, and social change.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 102
Further Topics in Introductory Sociology
A continuation of Introduction to Sociology for second semester freshmen in the SUSS Program, focusing on the social processes of deviance, change and conflict.
Prerequisites: Sociol 101 and participation in SUSS Program.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 139
The Social Legacy of the Vietnam War
The course examines the manifold social legacy of the Vietnam War. It includes a brief history of the Vietnamese nation, the process of American intervention, the development of the antiwar movement at home, US policy and public attitudes.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 160
Social Problems
A course concentrating on institutional formation and change. Specifically, it covers the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Jacobs and Staff

Sociol 200
Human Service Organizations
Theory and practice of people-processing and people-changing, interpersonal behavior, and group development, through observation of the group itself, and through readings from psychology, anthropology and sociology.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 201
Youth and Society
An examination of theories and research on youth and society. Present day patterns of youthful development are contrasted to other types—both in Western history and in other cultures. The relationship of youth to major institutions (educational, legal, occupational) are examined in detail.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 211
The Urban Community
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Brill, Mr Jacobs, and Staff

Sociol 220
A Survey of Asian Societies: China and Japan
This course is an introductory study of the institutions and structures of East Asian societies, especially China and Japan. It concentrates on selected traditional institutions such as the family, community, and social aspects of the economy, and their relations to modernization and industrialization. Comparisons are made between these East Asian societies and the United States.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Cordilia

Sociol L223 (AmSt L223)
Asian Minorities in America
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian-American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

Sociol L225 (AmSt L225)
Southeast Asians in America
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

Sociol L228 (AmSt L228)
Asian Women in the United States
Drawing on women's voices in literature, sociocultural research, and historical analysis, this course examines the experience of Asian women in the United States from 1850 to the present. Topics include the transformation of Asian women's traditional roles as part of the acculturation process; exclusion; changing roles within the Asian American family; resistance to oppression as defined by race, gender, class; and the continuing impact of international politics.
Prerequisites: AmSt L223 or AmSt L225 or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits

Department of Sociology

Sociol 231
Social Stratification
Social classes in traditional and industrial societies; classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Brill, Mr Kronish

Sociol 232
The Sociology of Work
Deals with a variety of social issues associated with the division of labor: the structure of occupations and their impact upon workers, sources of satisfaction in work, experiments in redesigning work, and models of workers' participation in the work place.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Brill, Mr Schutt

Sociol 233
The Sociology of Unemployment
The focus of this course is on the social implications of unemployment. Job loss entails more than a loss in income, as self-definition and sense of belonging are often work-related. Also, unemployment has an impact upon social institutions themselves, particularly on the family, on community networks, and on the various agencies that the unemployed encounter. How both the unemployed and the social institutions they confront are affected, affect each other, and impinge on the rest of society are examined.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Brill

Sociol 238
The Sociology of Education
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American schools and colleges and the relevance of these features to the economy and to the ideologies of education.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 242
The Family
A comparative and historical analysis of family systems. Emphasis on the development and the future prospects of the nuclear family in middle-class industrial society.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Kamara, Ms Stichter, and Staff

Sociol 250
Social Policy
This course selects several important areas and issues within which to examine the development of social policy. Social policy perspectives on crime, housing, health, unemployment, and race and ethnic issues are among those considered. Central to this examination is how social problems are defined, and the implications of those definitions for the direction of social policy.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Brill

Sociol 261
Social Deviance and Control
This course examines the conditions and processes underlying social conformity and deviance. Discussion topics include social definitions of deviance, societal reactions to deviant behavior, deviant subcultures, and social control processes.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Benson, Mr Garrett, Mr Kronish, and Staff

Sociol L262 (CrmJus L262)
Criminology
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Garrett, Mr Larson

Sociol 281
Society and the Individual
Basic survey of the social environment of individuals and its impact on psychological processes.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits
Mr Movahedi and Staff

Sociol 300
Communication and Opinion
Sociological and political perspectives on mass communications. (Course not offered 1998-2000.)
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits
Mr Movahedi

Sociol 310
Socialization
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood, and on continuities and discontinuities between child and adult socialization.
Prerequisites: Sociol 101, Sociol 281, and junior or senior standing.

Sociology 316
Family Violence
This course seeks to help participants develop a critical understanding of force and violence within the family structure. Emphasis is on violence between spouses, and between children and parents; and on the prevalence, the character, and the causes of such violence. Topics also include society's reaction to family violence, and its policies of control and treatment; and the sexual abuse and exploitation of children and women.
Prerequisites: Sociol 101 or permission of instructor.
3 Lect Hrs, 3 Credits

Sociol L321 (CrmJus L321)
Racial and Ethnic Relations
An examination of racial and ethnic relations in contemporary society, including the history and sociology of the immigration experience, bilingual education, the nature and character of discrimination, neighborhood change, and racial and ethnic conflict.
Prerequisite: Sociol 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Mr Jacobs

Sociol 325
Religion and Social Change in Latin America
An examination of the sociological conditions under which religious belief has been serving as a catalyst for change-oriented movements in contemporary Latin America. Course topics, which range from the early roots of liberation theology in Brazil and Chile to the more recent participation of church people in struggles in Central America, integrate relevant social theory with recent research.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 331
The Sociology of Social Movements
Analysis of general characteristics of social movements as vehicles of social change, with a focus on selected historical social movements.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Department of Sociology

Sociol 335
Political Sociology
An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisites: Sociol 101 and PolSci 122.
3 Lect Hrs, 3 Credits

Sociol 337
The Sociology and Psychology of Complex Organizations
Types of organizational structures both historically and in industrial societies. Profit-making and non-profit-making organizations such as schools, business and public bureaucracies, corporations, churches, hospitals, and prisons.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 340
Field Work Methods
Intensive training in observational methods and readings of theoretical issues involved.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Disch, Mr Jacobs

Sociol 341
Elements of Sociological Theory
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisites: Sociol 101 and junior standing.
3 Lect Hrs, 3 Credits
Mr Jacobs, Mr Kamara, Mr Larson, and Staff

Sociol 342
Aging and Society
An examination of theories and research on aging and society. The course is organized into two sections. The first explores the general relationship of the aging process and the aged to the social, economic, and political systems in a youth-oriented and work-oriented society. The second draws upon cross-national and cross-cultural material.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits
Mr Kamara

Sociol 344
The Sociology of Death and Dying
A cross-societal survey course focusing on human responses to death and dying. Topics include the sociological meaning and definition of death; social-psychological adaptation to impending death; grief, mourning and bereavement; funeral practices; euthanasia and the right to die; the hospice movement; widowhood, and life after life. The course also examines the interrelationship of medicine, the law, and the family with death and dying.
Prerequisite: Sociol 342.
3 Lect Hrs, 3 Credits
Mr Kamara

Sociol 350
Elements of Social Statistics
Fundamentals of social statistics; special emphasis on probability, tests of significance, and measures of association.
Prerequisite: Sociol 101.
3 Lect Hrs, 1 Lab Hr, 4 Credits
Mr Movahedi and Staff

Sociol L351 (CrmJus L351)
Methods of Sociological Research
Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.
Prerequisites: Sociol 101 and junior standing.
3 Lect Hrs, 3 Credits
Ms Gore, Mr Movahedi, Mr Schutt, and Staff

Sociol L355 (WoSt L355)
Women in Third World Development
This course examines the way social change and industrial development in contemporary Third World societies is affecting women. Topics include the changing division of labor in rural areas, the employment of women in multinational corporations, women in the informal sector, women and population policies, changing family structures, poverty and female-headed families, and the impact of selected foreign and multilateral aid programs. The course also considers the nature of women's organizing for economic self-help and for social and political change.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Stichter

Sociol 362
Juvenile Delinquency
The nature and extent of delinquency. Consideration of theories, delinquent subculture, and programs for control and prevention.
Prerequisites: Junior standing and Sociol 101.
3 Lect Hrs, 3 Credits
Mr Garrett

Sociol L363 (CrmJus L363)
Corrections
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modem treatment approaches.
Prerequisites: Junior standing and Sociol 362.
3 Lect Hrs, 3 Credits
Mr Garrett, Mr Larson

Sociol 365
The Professions in Contemporary Society
An examination of the concepts and theories which have been brought to bear on the study of contemporary professions. Students examine the historical matrix of modem professionalism, and the sources of power and vulnerability of professions in industrial society. The conditions which differentiate the experience and organizations of different professions are studied, including practitioner-client relationships, patterns of peer control, and the varied roles of professional authority in complex organizations. Class and written reports focus on comprehensive studies of specific professions.
Prerequisite: Sociol 101 and junior standing, or permission of instructor.
3 Lect Hrs, 3 Credits

Sociol 367
Drugs and Society
This course examines the social origins and consequences of the use and abuse of consciousness-altering substances (including alcohol). It considers how society defines and deals with drug use and assesses social harm, including such issues as addictions and health effects, drugs and crime, the legislation debate, and drug policy and enforcement.
3 Lect Hrs, 3 Credits

Sociol L368 (CrmJus L368)
Alcoholism: Etiology and Epidemiology
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross-culturally and among subgroups in the population such as women, prison inmates, the elderly, and homeless people.
3 Lect Hrs, 3 Credits
Mr Garrett and Staff

Sociol 369
Alcoholism and Substance Abuse: Treatment and Prevention
An intensive examination of theories and research on the etiology of alcohol and other drug abuse, with special emphasis on their implications for treatment, prevention, and education programs; sociological factors influencing diagnosis and treatment outcomes; legal coercion treatment programs; behavioral, family therapy, and community reinforcement approaches; audio-visual media in alcohol and drug education. Special attention to self-help groups.
Prerequisite: Sociol 368 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Garrett and Staff

Department of Sociology

Sociol 373
Population and Ecology
The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interact.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits
Ms Stichter

Sociol 382
The Sociology of Gender
This course analyzes the sociological determinants and consequences of gender—that is, how societies assign specific expectations, advantages, and disadvantages to people on the basis of the biological fact of their sex. It examines the inequality between men and women that is a feature of the structure of many societies, as well as the social-psychological dimensions influencing individual behavior.
Prerequisite: Sociol 101.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Disch, Ms Stichter, and Staff

Sociol 384
Medical Sociology
The course focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions: (1) Illness and treatment are defined from a sociocultural, biological perspective; (2) sociological theories and studies are then brought to bear on the problems of definitions of illness, illness behavior and the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisites: Sociol 101, and one additional sociology course.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Gore

Sociol 386
The Sociology of Mental Health and Illness
The sociological study of mental disorder and well-being in American society. The course emphasizes the study of the prevalence and the incidence of disorder, and theories of its causation. Attention is also given to family and societal reactions to the impaired, and how these responses and definitions influence legal processes, treatment, and illness severity. Social policy is discussed.
Prerequisites: Sociol 101, and one additional course in sociology.
3 Lect Hrs, 3 Credits
Mr Benson, Ms Gore

Sociol L423 (AmSt L423)
Boston's Asian-American Communities
This advanced research seminar examines the dynamics of ethnicity and community change in Asian-American communities. Using theories of community development and methods of community research, students analyze Boston's Asian-American communities as case studies of complex social systems. The course also looks at current research on immigrant acculturation, ethnic enclave economies, and the community control movement.
3 Lect Hrs, 3 Credits
Mr Kiang and Staff

Sociol 426
The Black Family
A sociohistorical analysis of the experiences of the black family in the United States from slavery to the present. Emphasis is on the mode of adjustment and adaptation to the forces of domestic colonialism, including slavery, racism, and economic discrimination. The course focuses on stratification in the black community as well as on issues in socialization and personality development.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits
Mr Kamara

Sociol 431
The Sociology of Religion
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political, and other institutions.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 440
The Sociology of Knowledge and Ignorance
Epistemological sociology: social determinants of the gap between reality and our knowledge of it.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Jacobs

Sociol 441
Contemporary Sociological Theory
A concentrated examination of recent developments in the study of human interaction and of the problems of social order and social change. Issues involving the goals of sociology, the ethics of social research, and behavior control are a major focus.
Prerequisite: Senior standing, Sociol 341, or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Jacobs, Mr Kamara, Mr Larson

Sociol 442
The Theory of Social Change
Alternative theories of social change, at the societal and community levels. Classical theories of change, including those of Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits
Ms Stichter

Sociol 444
Cooperative Education Field Experience in Sociology
Field placements accompanied by a weekly seminar; the application of sociological concepts to field settings.
Prerequisite: 9 credit hours of sociology, at least 3 of which must be directly related to the field placement.; junior or senior standing.
Hrs by arrangement, 3-6 Credits
Ms Disch

Sociol 452
Non-experimental Methods in Sociology
Design and analysis of non-experimental research. Includes construction of indices and scales, methods of control in survey research, multivariate analysis of qualitative and quantitative data, analysis of causal models, and computer application to sociological data.
Prerequisites: Senior standing, Sociol 350 and 351 or permission of instructor.
3 Lect Hrs, 3 Credits
Mr Movahedi, Mr Schutt

Sociol L461 (CrmJus L461)
Internship in Law and Criminal Justice
This course provides an historical and sociological analysis of our state and federal court systems, and considers such issues as the rights of indigent defendants, the bail system, right to counsel, and the adversary nature of some proceedings. In addition to classroom work, students undertake supervised field placements in probation offices, parole boards, district attorneys' offices, and correctional programs.
Prerequisites: Sociol 101 and junior standing, or permission of instructor.
3 Lect Hrs, 15 Field Work Hrs, 6 Credits

Sociol 462
Internship in Law and Juvenile Justice
This course provides an historical and sociological introduction to our juvenile justice system, and considers such issues as children's rights and the role of the family versus the role of various judicial institutions. In addition to classroom work, students undertake supervised field placements in juvenile courts, probation offices, and youth rehabilitation programs.
Prerequisites: Sociol 101 and junior standing, or permission of instructor.
3 Lect Hrs, 15 Field Work Hrs, 6 Credits

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Sociol 464
Practicum in Corrections
Supervised field placement in a correctional setting; seminar on problems relating to students' field experience and on special issues in correction including prison reform and legislation, legal handling of adult and juvenile offenders, and prison administration and organization.
Prerequisites: Sociol 101, Sociol 363 and permission of instructor.
3 Lect Hrs, 3 Credits
Mr Garrett

Sociol L465 (CrmJus L465)
The Police in Society
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisites: Senior standing, Sociol 101 and 9 credit hours in sociology.
3 Lect Hrs, 3 Credits
Mr Garrett

Sociol L467 (CrmJus L467)
The Sociology of Law
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including nonliterate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisites: Sociol 101 and 6 credits in sociology; junior or senior standing.
3 Lect Hrs, 3 Credits
Mr Schutt

Sociol 469
Alcoholism Agency Experience
Supervised field work and internship in a community agency serving alcoholics, including alcoholism prevention and treatment, and alcohol education projects. Assignments, such as detoxification centers, treatment centers, alcohol information services, halfway houses, and others, are made according to student interest and internship availability. Accompanied by a seminar focusing on social services for alcoholic populations, techniques of gathering information, case studies, and field-based issues.
Prerequisite: Sociol 368 or permission of instructor.
6 Credits
Mr Garrett

Sociol 478, 479
Directed Study in Sociology
Students invited by the department to conduct independent research during the senior year. Periodic consultation and guidance provided by the staff.
Prerequisites: Sociol 101, senior standing and permission of department.
Hrs by Arrangement, 1-3 Credits

Sociol 480
Special Topics
Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Technical Writing (Computer Science) Program

Director

Professor John Brereton

The Program

Technical writers translate scientific research into clear, correct, unambiguous English. Computer manufacturers in metropolitan Boston employ college graduates to write manuals on how to use their programming languages and hardware. The Program in Technical Writing (Computer Science) prepares students for these careers by linking the Department of English offerings in expository writing with courses from the Department of Mathematics and Computer Science, and with an internship in the industry.

Requirements

Admission

To be eligible for the program, students must be working toward the BA or BS degree in any department* and must submit for evaluation two five-page essays from college courses. The level of writing needed for the program is "professional" in quality, higher than that required by the CAS Writing Proficiency Examination.

Courses

Students admitted to the program take the following sequence of courses:

Engl 306 (Advanced Composition)
CS 110p (Introduction to Computing, Pascal)**
CS 210 (Intermediate Computing with Data Structures)
CS 240 (Computer Architecture I)

An elective in communication, English, mathematics, or computer science, to be approved by the program director. When the student is close to completing this requirement, he or she will sign up for an internship which will give three hours of pass/fail credit (Engl 480) for fifteen hours of weekly work on the job and an on-campus seminar once every other week. In the internship, students will work on actual technical writing assignments, and will be supervised in the same manner as new employees. The internship will allow students to adapt their training in writing and computer science to the conditions of a job: the pressures of deadlines, the requirements of clients or supervisors, and above all, the indeterminacies of new and complex information.

*The program is also open to non-matriculated students. Please consult the program director for further information.

**Please see the Mathematics and Computer Science section of this publication for complete information on prerequisites for this course.

Women's Studies Program

Technical Writing (Computer Science) Program

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

Information

Further information is available from the Department of English.

Faculty

Jean Humez, Professor and Program Director; Associate Professors Catherine Manton, Elaine Morse; Instructor Ann Froines

The Program

Women's studies is an interdisciplinary academic program offering both the major (30 credits) and the minor (18 credits). The program includes both introductory and intermediate courses for students who have a general interest in understanding how the roles of women are changing in contemporary society, as well as advanced courses designed for students undertaking intensive study in the field. The women's studies curriculum consists of program-based courses (WoSt), and selected "department-based" courses in the other programs and departments of the College of Arts and Sciences. The program is also open to non-matriculated students. Further information is available from the program office.

Lower division (100- and 200-level) courses in women's studies meet CAS core and distribution requirements. Some WoSt courses are appropriate for the College of Management's interdisciplinary fields of study requirement, or provide important critical perspectives for students in the College of Nursing or for prospective teachers.

An interdisciplinary field inspired by the social movement for women's equality, women's studies consists of research, writing, publishing, and teaching about women's lives and about gender in society. A major goal of the program is to encourage students to develop a critical understanding of the status of women. Through academic advising, internships, and independent studies, the program also provides assistance to students in developing useful skills, educational goals, and career plans.

The program's faculty and students work together to bring the history and perspectives of women of different cultures, color, and backgrounds into the courses; to learn about women's artistic, intellectual, and political accomplishments; and to integrate the new theories about women in society with the actual experience of women in community life.

The Women's Studies Program sponsors extracurricular activities including forums, workshops, and conferences. Students help plan the program's activities and serve on the Women's Studies Advisory Board.

Women's studies students include women and men of different ages from a variety of backgrounds. The program values the diversity of its students and encourages both students and faculty to be critical of social stereotyping of all kinds.

The Curriculum

Introductory Core Courses

The program offers two introductory-level courses recommended as first courses in women's studies: WoSt C100 (Women and Society), and WoSt C150, (Women, Culture and Identity). Each provides a good foundation for intermediate and advanced work in women's studies. Both fulfill core requirements of the College of Arts and Sciences, each in a different distribution area.

Department-Based Women's Studies Courses

Majors in women's studies may count four courses from this list of department-based courses toward completion of the major. Students completing the requirements for a minor may count three. Some courses on this list may not be taught every year.

AmSt 210	(American Dreams/American Realities)
AmSt L228	(Sociol L228) (Asian Women in the United States)
AmSt L350	(BlkSty L350) (Issues in Diversity: Race, Class, and Gender)
AmSt L393	(Hist L393) (The Social History of American Women)
AmSt L372	(Engl L372) (American Women Writers and American Culture)
AmSt 413	(The "New Woman" in the U.S., 1890-1920)
Art 343	(Issues in Feminist Art History)
BlkSty 230	(Black Women's History)
Clsics 287	(Women in Greek and Roman Literature: Reflections of a Divided Society)
Clsics 390	(The Heroines of Greek Drama: Problems in Analysis)
Econ 392	(Women's Economic Roles)
Econ 394	(Sex-Segregated Labor Markets)
Engl 216	(Writing As Women)
Engl 313	(Gay Literature)
Engl 357	(African American Women Writers)
Engl 359	(African Women Writers)
Engl 412	(Women and Men in 19th Century Literature [British])
Engl 452	(Contemporary Women Poets)
GenCtr	(Inside the Family: Women's Roles) (CPCS)
German 275	(Images of Women and Men in German Literature)
Hist 394	(Women in Social Movements)
Hum 283	(English) (The Image of Women in Literature)
Ital C273	(The Feminine Presence in Italian Culture)
LawCtr	(Women and the Law) (CPCS)
LawCtr 340	(Family Law)

Women's Studies Program

Phil 222 (Moral Issues in Medicine)
Phil 230 (Philosophy and Feminism)
Phil 437 (Topics in Feminist Theory)
Psych 236 (The Psychology of Women)
Sociol 316 (Family Violence)
Sociol 382 (The Sociology of Gender)
Sociol 480B (The Sociology of Urban Social Services Seminar)
Span 324 (Women in Spanish Literature)

Requirements and Recommendations

The Major

1. General Requirements: A major in women's studies consists of a minimum of ten courses (or 30 credits). Five courses (or 15 credits) must be taken at the 300-level or above; six courses (or 18 credits) must be selected from the program-based curriculum (WoSt). A maximum of 6 credits of independent study may be counted toward the requirements of the major.
2. Admission and Prerequisites: Students are encouraged to declare a women's studies major in their sophomore or junior year. It is recommended that all majors take one of the two introductory-level core courses, WoSt C100, Women and Society, or WoSt C150, Women, Culture and Identity. With the approval of the program director or a faculty advisor, students may instead begin the program with intermediate courses.
3. Transfer Credit Policy: Transfer students may count up to 9 credits of course work taken elsewhere toward the major. Transfer students should make an appointment with the program director for transfer credit advising.
4. Multicultural Awareness Requirement: All women's studies majors are required to take at least one of the following courses, which center on the perspectives and experiences of women in non-Western cultures or women from ethnic and racial subcultures in Western societies. This requirement is distinct from the CAS diversity requirement.
   AmSt L228 (Sociol L228) (Asian Women in the United States)
   BlkSty 230 Black Women's History)
   Engl 357 (African American Women Writers)
   Engl 359 (African Women Writers)
   WoSt 230 (Women in Pre-Industrial Society)
   WoSt 270 (Native American Women)
   WoSt 340 (Women in African Cultures)
   WoSt L355 (Sociol L355)(Women in the Third World)
   WoSt 375 (The Dynamics of Discrimination)
5. History or Feminist Thought Requirement: All majors must take one of the following:
   WoSt 400 (Feminist Thought);
   AmSt L393 (Hist L393) (The Social History of American Women);
   Hist 394 (Women in Social Movements, US, 1800-Present);
   Phil 437 (Topics in Feminist Theory).
6. Interdisciplinary Research Requirement: All majors must take WoSt L311 (AmSt L311) American Oral History or WoSt 440 (Research Seminar in Women's Studies) or WoSt 498 (Honors Research Seminar).
7. Internship/Field Experience Requirement: All students majoring in women's studies are urged to take advantage of the internship program (WoSt 490/490a) during one of their last two years. This provides the opportunity to acquire career-related skills and to test their understanding of feminist ideas in community organizations and agencies or other vocational settings.

The Minor

1. General Requirements: A minor in women's studies consists of a minimum of six courses (or 18 credits). Three of them (or 9 credits) must be taken at the 300-level or above. Of the six courses, three (or 9 credits) must be selected from the program-based curriculum (WoSt); others may be selected from the list of department-based courses. A maximum of 6 credits of independent study may be counted toward the requirements of the minor.
2. Admission and Prerequisites: Students may enroll in the minor at any time during their undergraduate career. It is recommended that all students in the minor begin with introductory or intermediate courses.
3. Transfer Credit Policy: Transfer students may count up to 9 credits of course work taken elsewhere toward the minor. Transfer students should make an appointment with the program director for transfer credit advising.
4. Multicultural Awareness Requirement: All women's studies minors are required to take at least one course which centers on the perspectives and experiences of women in non-Western cultures or women from ethnic and racial subcultures in Western societies. (See the listing of these courses under requirements for the major.)
5. History or Feminist Thought Recommendation: It is recommended that minors include one of the following courses in their program of study:
   a) WoSt 400 (Feminist Thought)
   b) AmSt L393 (Hist L393) (The Social History of American Women);
   c) Hist 394 (The History of Women in Social Movements).
6. Internship/Field Experience Opportunity: Juniors and seniors in the women's studies minor may earn six credits for an internship in a community organization or agency.)

Honors

To be eligible for honors work, a student must be a women's studies major who has completed at least 18 credits of women's studies course work with a 3.3 or better GPA, and who has an overall GPA of at least 3.0. Applicants for honors apply to the program director. Admission is dependent on the student's finding an appropriate faculty advisor willing to supervise the work. The program serves primarily those who are considering going on to graduate study.

Students admitted to do honors work plan to take a two-semester sequence of honors tutorials (WoSt 498-499). WoSt 498 consists of intensive directed literature review and research on the student's chosen topic, under the close supervision of a faculty advisor who evaluates the work. In WoSt 499, the student completes a substantial honors paper based on the first semester's research, and presents the research results before an honors committee to be appointed by the program director. The committee together with the student's faculty advisor evaluates the honors project.

The student receives three credits for each semester of honors work, and each semester's work is graded separately. To qualify for departmental honors, the student must 1) successfully complete both semesters of honors work, 2) complete and present the paper to the committee, and 3) receive an evaluation of high distinction for the project.

Courses

WoSt C100
Women and Society
An introductory, interdisciplinary course recommended as a first course in women's studies. Through lectures, readings, and discussions, students examine the origins of women's oppression; female and male sex roles; marriage and the family; women workers at home and in the labor force. Students relate the course material to experiences in their own lives. Preference given to first and second year students.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Froines, Ms Manton, Ms Morse

Women's Studies Program

WoSt C150
Women, Culture and Identity
An introductory level course examining the origins of present attitudes about women, critical analyses of women's situation in patriarchal cultures, and efforts by women to achieve a self-defined female identity. Drawing on materials from myth, religion, philosophy, anthropology, feminist analysis, literature, and autobiography, the course investigates cultural beliefs about woman's "nature" and role at different times and places, attempts to explain the origins and persistence of woman's subordination, and women's efforts to define a new identity through political and creative activity. May be taken separately from or concurrently with WoSt C100 as a first or second course in women's studies. Preference given to first and second year or transfer students.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits
Ms Horsley, Ms Humez

WoSt LC275 (MdnLng LC275)
Women in European Thought and Literature
An intermediate level study of selected representations of women and "the feminine" in western literary and philosophical traditions. Topics include origins of contemporary attitudes in Greek culture; medieval and Christian paradigms; enlightenment ideas and bourgeois ideology; feminist and woman-centered visions. Readings from drama, fiction, poetry, autobiography, and philosophical essays, including expressions of how women have viewed their own situations. Background materials on historical and social contexts are studied. An intermediate course.
Prerequisites: Sophomore standing or permission of instructor; one women's studies course.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Horsley

WoSt 180
Mini-courses
Mini-courses on a variety of topics are occasionally taught by the staff.

WoSt 180a
Women, Work and Stress
An introductory level minicourse, which examines the relationships between women's paid and unpaid work experiences and their well-being. Drawing on material from medicine, psychology, sociology, literature and history, the course critically explores the concepts of stress, stress management, sex roles, work, wellness, and wholeness. Students are encouraged to study and evaluate their own work settings and experiences.
3 Lect Hrs, 2 Credits

WoSt 180b
Women and Addiction
This course examines the relationships between women's social roles and status and their experiences with addiction and substance abuse problems. Medical, sociological, psychological and literary materials are reviewed. The social forces that produce "addictions" and the impact of family and community addiction problems upon the lives of women are also discussed, as are approaches to reducing the harmful impact of addictions.
1 Lect Hr, 1 Credit

WoSt 200
Twentieth Century Women Writers: A Feminist Perspective
An intermediate-level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. These include: the special difficulties facing the woman artist; the process of female socialization and its impact on mother-daughter relationships; female adolescence; lesbianism; the need for making the lives of ordinary women a subject for study and a source of artistic creation; and rediscovery of women's collective past. Novels, short stories, some analytical essays and autobiographies are used.
Prerequisite: One women's studies course or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Humez

WoSt 220
Women and the Media
This course explores how the historical evolution and commercial orientation of mass communications media have helped shape the depiction of women and minorities in advertising, entertainment, and news. Students learn to analyze visual imagery for its conceptual and emotional messages; to distinguish stereotypes from more complex characterizations in TV fictions; and to monitor the representations of women and other culturally subordinate groups in the print and broadcast news. Some consideration is given to the status of women and racial minorities in the communications industries.
There is no prerequisite, but WoSt C100 or C150 is recommended.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits
Ms Humez

WoSt 230
Women in Pre-Industrial Society
Through an examination of four contrasting cultures, students are introduced to the variations in women's status and situations in traditional societies. The contributions of both anthropology and feminism to the study of female power in societies are examined. There is no prerequisite, but WoSt C100 or C150 is recommended.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits
Ms Morse

WoSt 240
Educating Women
This course studies the lives and ideas of women in the U.S. who have been educators and activists in struggles for equality in, and transformation of, education. Central themes include how women students learn; education as a means of self-realization and empowerment for women in different ethnic, race, and class contexts; how gender affects experiences in educational institutions.
Distribution Area: Historical and Cultural Studies.
Diversity Area: U.S.
3 Lect Hrs, 3 Credits.
Ms Froines

WoSt 250
Women and Aging
An interdisciplinary approach to aging processes in women. The course follows women from mid-life through old age. It examines, from a feminist perspective, the physical, psychological, social, economic, and occupational issues affecting women during the latter part of their lives. There is no prerequisite, but WoSt C100 is recommended.
Distribution Area: Social and Behavioral Sciences.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Manton

WoSt L255 (Russ L255)
Women in Russia
The history and culture of Russian women of different classes, backgrounds, and affectional/sexual orientations with emphasis on how their past and present experience differs from women in Europe and America. Topics for reading and discussion include myths of Amazons and mothers; "rule of women;" peasant women; the Woman Question: poetesses, prostitutes, populists, "perverts," working women/women's work; women today. No knowledge of Russian required.
Distribution Area: Historical and Cultural Studies.
Diversity Area: International.
3 Lecture Hrs, 3 Credits
Ms Burgin

Women's Studies Program

WoSt 260
Women's Health Care
This course focuses on women's concerns in relation to health. Topics include health issues unique to women (such as birth control, pregnancy, childbearing); nutrition; occupational health; health and aging; women as health workers; and the history, activities, and influence of the women's health movement. There is no prerequisite, but WoSt C100 is recommended.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

WoSt 265
Food and Feminism
An interdisciplinary approach, incorporating material from anthropology, history. literature, psychology, and sociology, to the varied ways women relate to food. One basic assumption of the course is that food has traditionally been a major vehicle for the expression of caring and nurturance within the family and the wider community. The course requires several activities off campus, including research at the Schlesinger Women's Historical Library.
3 Lect Hrs, 3 Credits
Ms Manton

WoSt 270
Native American Women in North America
This course focuses on the lives of native North American women, in traditional societies and in contemporary life, as revealed through their life histories, the recounting of tribal history, legends and myths, art, and contemporary poetry and fiction. There is no prerequisite,
but WoSt C100 or C150 is recommended.
Distribution Area: Historical and Cultural Studies.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Morse

WoSt 280
Special Topics in Women's Studies (Intermediate)
Selected special topics in women's studies at the intermediate level, taught by program faculty and visiting instructors.
3 Lect Hrs, 3 Credits

WoSt 290
The Legal Rights of Women
Beginning with a historical overview, this course examines women's evolving legal status in the U.S. Discussions focus on women and work, including sexual harassment; reproductive rights; and women in the family, with an emphasis on domestic violence. Participants also consider whether equality is best achieved by treating men and women identically or by taking into account such differences as women's reproductive capacity.
Distribution area: Historical and Cultural Studies
3 Lect Hrs, 3 credits

WoSt L311 (AmSt L311)
American Oral History
This course explores oral history interviewing, texts, and films, within the context of efforts to create a fully representative social and cultural history of the U.S. Students design individual or group oral history projects, to capture the experiences and perspectives of people formerly regarded as "unhistorical"—in particular, women, working class people, ethnic/racial minorities, and gays and lesbians. (Satisfies the research requirement of Women's Studies majors).
Prerequisite: Junior standing; one women's studies or American studies course.
3 Lect Hrs, 3 Credits
Ms Humez

WoSt 320
Women's Image in Film
An in-depth study of women's portrayal in narrative cinema, the course explores ways film as an art form reflects and affects the social, political and cultural construction of Woman. It examines both traditional images of women and the portrayal of women struggling to reassess and redefine their roles and their sense of self. Drawing on current scholarship in film theory, and especially in feminist film theory, the course emphasizes the relation between cinematic technique and narrative content.
Please note: Although not required, completion of one course in film before enrolling in this course is recommended.
Prerequisites: One women's studies course at the 100- or 200-level, and Engl 102 or equivalent.
4-5 Lect Hrs, 3 Credits
Ms Dittmar

WoSt 321
Women Film Directors
This course spans eight decades of women's work as film directors. While it largely unfolds chronologically, starting with the silent era and concluding with contemporary films, within this framework it is organized so as to focus on narrative, documentary, and avant-garde films as separate categories. It pays special attention to the ways cinematic form and thematic content come together, at specific historic moments, in women's cinematic rendition of their experience. There are no prerequisites, but Art 265 or WoSt 320 is recommended.
4-5 Lect Hrs, 3 Credits
Ms Dittmar

WoSt 330
Women and Public Policy
Examination of a number of current United States public policy issues of particular concern to women, including employment discrimination, poverty and welfare, child care, and violence against women. Exploration of how women's organizations (community, trade union, and feminist) have helped shape these public policies in the last 25 years. Consideration of how the factors of race and age discrimination affect the debate on these issues.
Prerequisite: WoSt C100 or C150.
3 Lect Hrs, 3 Credits
Ms Froines

WoSt 340
Women in African Cultures
This course focuses on the daily lives of women in traditional and contemporary African societies from a feminist perspective. Topics include modes of production and gender; marriage, kinship and family roles; women's roles in national liberation struggles.
Prerequisites: Junior standing, and either WoSt 230 or Anth 355; or permission of instructor.
Diversity Area: International.
3 Lect Hrs, 3 Credits
Ms Morse

WoSt 350
Beyond Heterosexuality: Approaches to Lesbian, Bisexual, and Transgender Studies
An interdisciplinary approach to lesbian, bisexual and selected aspects of transgender studies. Through readings, visual materials, speakers, and student projects, the course explores problems of theorizing differences and identities; lesbian/bisexual/transgender histories; contemporary issues (homophobia, coming out, relationships, families and communities, law, employment); political and cultural representations, and resistance. Students have an opportunity to propose topics and projects.
Prerequisites: Two women's studies courses or permission of instructor
3 Lect Hrs, 3 Credits
Ms Horsley, Ms Dittmar, and staff

WoSt L355 (Sociol L355)
Women in the Third World
This course examines the way social change and industrial development in contemporary Third World societies are affecting women. Topics include the changing division of labor in rural areas, the employment of women in multinational corporations, women in the informal sector, women and population policies, changing family structures, poverty and female-headed families, and the impact of foreign and multilateral aid programs. The course also considers the nature of women's organizing for economic self-help and for social and political change. There are no prerequisites, but junior standing and two women's studies courses are recommended.
3 Lect Hours, 3 Credits
Ms Froines, Ms Morse, Ms Stichter

Women's Studies Program

WoSt L356 (RelSty L356)
Feminist Theology and Spirituality
This course explores feminism and theology as resources for each other. We study feminist critiques and revisions of Judaism, Christianity, "syncretistic" Christian-indigenous traditions, and Goddess spirituality. Special attention is given to religious experience of women in dominated cultures (e.g., Third World Women, women of color). Students form semester-long working groups around relevant topics of their own choosing.
Prerequisite: One religious studies course or one women's studies course.
3 Lect Hrs, 3 Credits
Ms Sands

WoSt L359 (Hist L359)
Women in Modern China
This course examines the social and cultural roles of Chinese women, and their changes over time. Emphasis is given to twentieth-century China, especially the People's Republic period.
3 Lect Hrs, 3 credits

WoSt 360
American Women's Autobiographies
A group of life-stories by American women are read and analyzed, both as examples of female self-expression and as sources for studying women's past in America. Through a semester-long research project, students have the opportunity to do original research in American women's history and self-expressive traditions.
Prerequisites: Junior standing; one women's studies course; one 200-level course in history, English, or American studies; or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Humez

WoSt 375
The Dynamics of Discrimination
Explores the effects of racism, sexism, and homophobia on our personal lives and our social institutions. It combines a small group setting (in which students are expected to share their personal life experiences of discrimination) with literary/theoretical study of this topic.
Prerequisites: Junior standing and one women's studies course, or permission of instructor.
Diversity Area: United States.
3 Lect Hrs, 3 Credits
Ms Manton

WoSt 400
Feminist Thought
The ideas and writings of prominent and influential contemporary feminist thinkers are analyzed. Specific topics areas vary from semester to semester. The course is taught as an upper level seminar for students in the program and individual majors.
Prerequisites: Junior level; at least three women's studies courses.
3 Lect Hrs, 3 Credits

WoSt 420
Feminist Therapy
After a brief examination of traditional (psychoanalytic) and humanistic (counseling) views of emotional health in women, students explore in-depth treatments and clinical applications of feminist therapy that emphasize helping a woman realize how her own power as an individual is inextricably bound to the collective power of women as a group. This course is strongly recommended for majors planning an internship in a counseling or therapeutic setting.
Prerequisites: Junior standing; 2 women's studies courses or equivalent; Psych 236 is recommended though not required.
3 Lect Hrs, 3 Credits
Ms Manton

WoSt 440
Research Seminar in Women's Studies
Through readings, guest lectures, discussions, and small-scale projects, students learn to use and to evaluate critically some basic research tools in the humanities and social sciences, as they can be applied to the interdisciplinary study of women and gender. Consideration is given to new research approaches being developed by feminist researchers, as well as to the relationship between research and the political movement for women's rights.
Prerequisites: Junior standing and two women's studies courses, or permission of instructor.
3 Lect Hrs, 3 Credits
Ms Disch, Ms Humez

WoSt 478
Independent Study
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

WoSt 479
Independent Study
See WoSt 478.

WoSt 480
Special Topics (Advanced)
Selected topics in women's studies, taught by staff or visiting lecturers.
Prerequisites: Junior standing and one women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits

WoSt 490
Internship in Women's Studies
A seminar which must be taken concurrently with WoSt 490a. Internship students apply their theoretical understandings in women's studies to practical experiences in supervised volunteer work. Topics include theoretical issues relevant to placements in a human service agency or social change organization; evaluation of basic skills learned in field work; and career development exercises. An oral presentation and two papers are required. Topics are integrated with discussions of students' on-site work.
Corequisite: WoSt 490a.
Prerequisites: Junior standing and two women's studies courses; and permission of instructor.
3 Lect Hrs, 3 Credits
Ms Froines, Ms Manton

WoSt 490a
Field Placement
For eight to fifteen hours each week, students participate, usually on a volunteer basis, in a supervised field placement with a women's organization, alternative institution, or an agency offering services to women and the family. Students must secure their placement one month prior to the beginning of the semester in which they plan to enroll in the course. Graded on a pass/fail basis. Open to a maximum of 12 students each semester.
Corequisite: WoSt 490.
Prerequisites: Junior standing and two women's studies courses; and permission of instructor.
Hrs by arrangement, 3 Credits
Ms Froines, Ms Manton

WoSt 498
Honors Research Tutorial
An intensive exploration of a selected research topic under the supervision of a faculty advisor. The tutorial includes a literature review and a survey of appropriate theory and research methods relevant for exploring the topic. Applicants for the honors tutorial should consult the program director.
Prerequisite: Admission to Honors Program.
Hrs by arrangement, 3 Credits

WoSt 499
Honors Paper Tutorial
A continuation of WoSt 498. The honors student works on writing the honors paper under the supervision of a faculty advisor. The student receives a grade for each semester of work, but honors in women's studies will be awarded only to those who have written and presented an extended honors paper of high distinction (as evaluated by the honors committee). WoSt 499 is open to students who have successfully completed WoSt 498.
Prerequisite: Admission to Honors Program.
Hrs by arrangement, 3 Credits

Administrative Officers

Christine Armett-Kibel, PhD	Dean, Faculty of Science
Neal Bruss, PhD	Interim Dean, Faculty of Liberal Arts
Patricia S Davidson, EdD	Dean of Undergraduate Education
Alan Harwood, PhD	Associate Dean, Undergraduate Education
Meredith Ramsay, PhD	Associate Dean, Faculty of Liberal Arts
Celia Moore, PhD	Associate Dean, Faculty of Science
Rosanne Donahue, MA	Assistant Dean
Judith Roberts	Assistant Dean

Department Chairs

Jemadari Kamara, PhD	Africana Studies
Michael Gibbons, PhD	Anthropology
Pamela Jones-Rothwell, PhD	Art
Michael Rex, PhD	Biology
Leverett Zompa, PhD	Chemistry
Frank Nisetich, PhD	Classics
Andrew Genes, PhD	Earth and Geographic Science
David Terkla, PhD	Economics
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Efrain Barradas, PhD	Hispanic Studies
Paul Faler, PhD	History
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Leonard Catz, PhD	Physics
A P Simonds, PhD	Political Science
Steven Schwartz, PhD	Psychology
Russell Schutt, PhD	Sociology

Directors of Programs of Study

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Lois Rudnick, PhD	American Studies
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Mark Schlesinger, PhD	Communication and Theatre Arts
Dan Simovici, PhD	Computer Science
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Primo Vannicelli, PhD	International Relations
Thomas O'Grady, PhD	Irish Studies
Esther Torrego, PhD	Latin American Studies
Nancy Smith-Hefner, PhD	Linguistics
Stephen Mrozowski, PhD	New England Historical Archaeology
Barbara E Luedtke, PhD	New England Prehistoric Archaeology
Lawrence Foster, PhD	Study in Philosophy and Law
William Hagar, PhD	Pre-Medical Studies/ Health-Related Careers
John Brereton, PhD	Professional Writing
Richard Horsley, PhD	Study of Religion
Arthur Millman, PhD	Science, Technology, and Values
John Brereton, PhD	Technical Writing (Computer Science)
Ann Froines, MA	Women's Studies

Faculty

Steven Ackerman, BA, *Herbert H. Lehman College of the City University of New York*, PhD, *University of Pennsylvania*, Associate Professor of Biology

Jane Adams, BA, *Florida State University*, MS, PhD, *New Mexico State University*, Associate Professor of Psychology

Feroz Ahmad, BA, *Saint Stephen's College, Delhi University*, MA, PhD, *London University*, Professor of History

Randy P Albelda, BA, *Smith College*, PhD, *University of Massachusetts at Amherst*, Associate Professor of Economics

Diane Almeida, BA, *University of Massachusetts Boston*, MFS, *Brandeis University*, Lecturer in Communication and Theatre Arts

Joseph S Alper, BA, *Harvard College*, PhD, *Yale University*, Professor of Chemistry

Martin Andic, AB, *Dartmouth College*, AM, PhD, *Princeton University*, Associate Professor of Philosophy

Pamela Annas, BA, *State University of New York, Buffalo*, PhD, *Indiana University*, Associate Professor of English

JP Anselme, BA, *Saint Martial College*, BS, *Fordham University*, PhD, *Polytechnic Institute of Brooklyn*, Professor of Chemistry

Marvin M Antonoff, BS, MA, *New York University*, PhD, *Cornell University*, Professor Emeritus of Physics

Jack Archer, BA, *University of Texas*, JD, *University of California, San Francisco*, LLM, *University of Washington*, Professor of Environmental, Coastal, and Ocean Sciences

Christine Armett-Kibel, BSc, PhD, *University College, University of London*, Professor of Biology

Elsa Auerbach, BA, *Oberlin College*, MA, PhD, *Northwestern University*, Associate Professor of English

Bernice Auslander, BA, *Barnard College*, MS, *University of Chicago*, PhD, *University of Michigan*, Professor Emeritus of Mathematics and Computer Science

Chukwuma Azuonye, BA, *University of Nigeria*, PhD, *University of London*, Associate Professor of Black Studies

Donald Babcock, BS, *US Naval Academy*, MA, PhD, *Stanford University*, Associate Professor of English

Efrain Barradas, BA, *Universidad de Puerto Rico*, MA, PhD, *Princeton University*, Professor of Spanish

Irving Bartlett, BA, *Ohio Wesleyan University*, MA, PhD, *Brown University*, John F Kennedy Professor Emeritus of American Civilization

Lester J Bartson, III, BA, *University of Michigan*, AM, PhD, *Harvard University*, Assistant Professor of History

Ananyo Basu, BA, *University of Vermont*, MA, MPhil, PhD, *Columbia University*, Assistant Professor of Philosophy

Fiora Bassanese, BA, *Rosary College*, MA, PhD, *University of Wisconsin*, Professor of Italian

Kamaljit Bawa, BA, MS, PhD, *Punjab University*, Distinguished Professor of Biology

Edmund Beard, BA, *University of Michigan*, MIA, PhD, *Columbia University*, Associate Professor of Political Science

Gregory Beck, BS, *SUNY at Albany*, PhD, *SUNY at Stony Brook*, Assistant Professor of Biology

Don Belton, BA, *Bennington College*, MA, *Hollins College*, Visiting Assistant Professor of English

Ruth Bennett, BS, PhD, *Tufts University*, Professor Emeritus of Biology

Paul R Benson, BA, *University of California, Santa Cruz*, MA, PhD, *University of North Carolina*, Chapel Hill, Associate Professor of Sociology

Robert Bertone, BS, MA, *Boston College*, Assistant Professor of Communication and Theatre Arts

James E Blackwell, BA, MA, *Case Western Reserve University*, PhD, *Washington State University*, Professor Emeritus of Sociology

Joel Blair, BA, *University of Texas*, MA, PhD, *Harvard University*, Professor Emeritus of English

Augusto Blasi, MA, *Loyola University of Chicago*, PhD, *Washington University*, Professor of Psychology

Barry Bluestone, BA, MA, PhD, *University of Michigan*, Frank L Boyden Professor of Political Economy

Lawrence Blum, AB, *Princeton University*, PhD, *Harvard University*, Professor of Philosophy and Distinguished Professor of Liberal Arts and Education

Andrew Boelcskevy, BA, *West Virginia University*, MA, PhD, *University of Pennsylvania*, Assistant Professor of German

Ethan Bolker, AB, AM, PhD, *Harvard University*, Professor of Mathematics and Computer Science

Paul Bookbinder, BA, *Queens College*, MA, *Northeastern University*, PhD, *Brandeis University*, Associate Professor of History

Robert Bowen, BA, MA, *San Francisco State University*, PhD, *University of Southern California*, Associate Professor of Environmental, Coastal, and Ocean Sciences

Solange Brault, BSc, *Université de Montreal*, MSc, *Université Laval*, PhD, *University of London*, Assistant Professor of Biology

John Brereton, BA, *Manhattan College*, MA, PhD, *Rutgers University*, Professor of English

Harry Brill, BA, *Brooklyn College*, MA, PhD, *University of California, Berkeley*, Associate Professor of Sociology

James H Broderick, BA, *Harvard College*, MA, *University of Chicago*, PhD, *Harvard University*, Professor Emeritus of English

Deborah Brome, BS, *Brown University*, MA, PhD, *University of Maryland*, Associate Professor of Psychology

Paul Brown, BA, *University of California*, PhD, *University of Wisconsin*, Associate Professor of Economics

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Thomas Buckley, BA, *Harvard University*, MA, PhD, *University of Chicago*, Associate Professor of American Studies and Anthropology

Diana Burgin, BA, *Swarthmore College*, MA, PhD, *Harvard University*, Professor of Russian

Elizabeth Bussiere, BA, *Smith College*, MA, *Columbia University*, PhD, *Brandeis University*, Associate Professor of Political Science

Ruth Butler, BA, *Case Western Reserve University*, PhD, *New York University*, Professor Emeritus of Art

Dennis Byrnes, BA, *University of North Dakota*, MA, PhD, *University of Chicago*, Associate Professor of Psychology

James S Byrnes, BA, *New York University*, MA, PhD, *Yeshiva University*, Professor of Mathematics and Computer Science

Karen Callaghan, BA, *CW Post College*, MA, PhD, *State University of New York*, Assistant Professor of Political Science

Kenneth Campbell, BA, *Augsburg College*, MS, PhD, *University of Michigan*, Associate Professor of Biology

William Campbell, BA, *New York University*, MS, *McGill University*, PhD, *University of St. Andrews*, Associate Professor of Mathematics and Computer Science

James Campen, BA, *Harvard University*, MA, *St John's College, Cambridge University*, PhD, *Harvard University*, Associate Professor of Economics

Antonio F Carrara, BA, MA, PhD, *Boston College*, Associate Professor of Italian

Alice S Carter, BS, *Cornell University*, MA, PhD, *University of Houston*, Associate Professor of Psychology

Robert L Carter, BA, *College of Wooster*, PhD, *University of Kansas*, Associate Professor of Chemistry

Leonard A Catz, MA, PhD, *Hebrew University*, Professor of Physics

Faculty

Carl J Cedargren, BA, *Clark University*, MA, *Middlebury College*, PhD, *Boston College*, Associate Professor of German

Kenneth F Cerny, BS, *Marietta College*, Instructor in Chemistry

Robert Chen, AB, *Harvard University*, PhD, *Scripps Institution of Oceanography, University of California*, Assistant Professor of Environmental, Coastal, and Ocean Sciences

Michael Chesson, BA, *College of William and Mary*, PhD, *Harvard University*, Professor of History

Wilfredo Chiesa, BFA, *Fine Arts School of Puerto Rico*, Associate Professor of Art

Winston Chiong, BA, *Ateneo de Manila*, MA, PhD, *Boston College*, Professor of Economics

Jonathan Chu, BA, *University of Pennsylvania*, MA, *University of Hawaii*, PhD, *University of Washington*, Associate Professor of History

Reyes Coll, BA, MA, *Universidad Complutense Madrid*, PhD, *University of Minnesota*, Assistant Professor of Hispanic Studies

Martha Collins, BA, *Stanford University*, MA, PhD, *University of Iowa*, Professor of English

Daniel Comenetz, BA, PhD, *Brandeis University*, Associate Professor of Mathematics and Computer Science

John Conlon, AB, *Catholic University*, MA, PhD, *Tufts University*, Lecturer in Communication and Theatre Arts

Joseph Cooney, BS, *Le Moyne College*, MS, PhD, *Syracuse University*, Professor Emeritus of Environmental, Coastal, and Ocean Sciences

Ann Cordilia, BA, *City College of New York*, MA, PhD, *University of Chicago*, Associate Professor of Sociology

Jeremiah Cotton, BS, MSW, *University of Pittsburgh*, PhD, *University of Michigan*, Associate Professor of Economics

Robert Crossley, BA, *Rockhurst College*, MA, PhD, *University of Virginia*, Professor of English

Tiffany Cunningham, BA, *Dartmouth College*, MA, *Harvard University/Northeastern University*, PhD, *Northeastern University*, Assistant Professor of Psychology

Patricia Davidson, AB, *Middlebury College*, MAT, EdD, *Harvard Graduate School of Education*, Professor of Mathematics and Computer Science

Elizabeth A Davis, BA, *Mount Holyoke College*, PhD, *Brandeis University*, Assistant Professor of Biology

Xiaogang Deng, BA, *Institute of International Politics*, MA, *Baylor University*, PhD, *State University of New York at Buffalo*, Assistant Professor of Sociology

Robert Dentler, BS, MA, *Northwestern University*, MA, *American University*, PhD, *University of Chicago*, Professor Emeritus of Sociology

Spencer N DiScala, BA, *Queens College*, MA, PhD, *Columbia University*, Professor of History

Estelle Disch, BA, MA, PhD, *Tufts University*, Associate Professor of Sociology

Linda Dittmar, BA, MA, PhD, *Stanford University*, Professor of English

Albert J Divver, BA, *Boston College*, MA, PhD, *University of Michigan*, Associate Professor of English

Janet F Duncan, AB, *University of New Zealand*, AM, *University of Wellington*, PhD, *Boston University*, Professor of Earth and Geographic Science

Joseph H Dyer, BA, *St Joseph's University*, MA, PhD, *Boston University*, Associate Professor of Music

John Ebersole, BA, *Cornell University*, PhD, *University of California*, Los Angeles, Associate Professor of Biology

Richard H Eckhouse, Jr, BEE, *Cornell University*, MS, *University of Illinois*, PhD, *State University of New York at Buffalo*, Professor of Mathematics and Computer Science

Louis Esposito, BA, *St Peter's College*, MA, PhD, *Boston College*, Professor of Economics

Clara Estow, BA, *Southern Illinois University*, MA, PhD, *Brandeis University*, Professor of Spanish

Ronald Etter, BA, *University of Massachusetts*, AM, PhD, *Harvard University*, Assistant Professor of Biology

Paul Faler, BA, *Southern Methodist University*, MA, PhD, *University of Wisconsin*, Associate Professor of History

Janet Farrell Smith, BS, MA, PhD, *Columbia University*, Associate Professor of Philosophy

Elizabeth Fay, BA, *University of North Carolina at Chapel Hill*, PhD, *University of New York at Stony Brook*, Associate Professor of English

Golamreza Fazel, BA, *California State College, Long Beach*, MA, PhD, *University of California, Berkeley*, Associate Professor of Anthropology

Roger Feinstein, BA, MA, *University of Minnesota*, PhD, *Columbia University*, Associate Professor of Political Science

Peter Fejer, BA, *Reed College*, SM, PhD, *University of Chicago*, Professor of Mathematics and Computer Science

Mary Anne Ferguson, BA, MA, *Duke University*, PhD, *Ohio State University*, Professor Emeritus of English

Thomas Ferguson, AM, *Princeton University*, MA, *Loyola University of Chicago*, PhD, *Princeton University*, Professor of Political Science

Louis Ferleger, BA, MA, PhD, *Temple University*, Professor of Economics

Reyes Fidalgo, MA, PhD, *University of Massachusetts Amherst*, Assistant Professor of Hispanic Studies

Keitha Fine, BA, *Barnard College*, MA, *George Washington University*, PhD, *Tufts University*, Associate Professor of Political Science

Clive Foss, BA, MA, PhD, *Harvard University*, Professor of History

Lawrence Foster, BA, *University of Pennsylvania*, MA, *City University of New York*, PhD, *University of Pennsylvania*, Professor of Philosophy

Kenneth Frederick, BA, MA, PhD, *University of Michigan*, Professor of English

Ann Froines, BA, *Swarthmore College*, MA, *University of London*, Instructor in Women's Studies

Matthew Gaffney, BS, *Harvard College*, PhD, *University of Chicago*, Professor Emeritus of Mathematics and Computer Science

Paul A Gagnon, BA, *University of Massachusetts*, MA, PhD, *Harvard University*, Professor Emeritus of History

Mary Gainor, BA, *Michigan State University*, MA, PhD, *Harvard University*, Professor Emeritus of English

Eugene Gallagher, BA, *Carleton College*, MSc, PhD, *Florida State University*, Associate Professor of Environmental, Coastal, and Ocean Sciences

Frederick C Gamst, AB, *University of California, Los Angeles*, PhD, *University of California, Berkeley*, Professor of Anthropology

Gerald R Garrett, BA, *Whitman College*, MA, PhD, *Washington State University*, Professor of Sociology

Robert I Gelb, BS, *Polytechnic Institute of Brooklyn*, PhD, *University of Wisconsin*, Professor of Chemistry

Richard B Gelpke, BA, MA, *Clark University*, MA, *University of Arizona*, MSL, *Vermont Law School*, Assistant Professor of Earth and Geographic Science

Andrew N Genes, BA, MA, *Boston University*, PhD, *Syracuse University*, Associate Professor of Earth and Geographic Science

Irving Gershenberg, BA, *City College of New York*, MA, PhD, *University of California, Berkeley*, Professor of Economics

John Gianvito, BFA, *California Institute of the Arts*, MS, *Massachusetts Institute of Technology*, Assistant Professor of Art

Faculty

Michael F Gibbons, Jr, BA, MPhil, PhD, *Yale University*, Associate Professor of Anthropology

Joseph Gindhart, BA, *University of Pennsylvania*, PhD, *Indiana University*, Assistant Professor of Biology

Edward S Ginsberg, BA, ScB, *Brown University*, MS, PhD, *Stanford University*, Associate Professor of Physics

Colin Godfrey, BSc, MA, *University of British Columbia*, PhD, *Harvard University*, Associate Professor of Mathematics and Computer Science

Dina Goldin, BSc, *Yale University*, MSc, PhD, *Brown University*, Assistant Professor of Mathematics and Computer Science

Judith Goleman, BA, MA, *University of Michigan*, PhD, *University of Pittsburgh*, Associate Professor of English

Claire Golomb, BA, *The Hebrew University*, MA, *The New School for Social Research*, PhD, *Brandeis University*, Professor of Psychology

George Goodwin, Jr, BA, *Williams College*, MA, PhD, *Harvard University*, Professor Emeritus of Political Science

Susan Gore, AB, *Douglas College*, *Rutgers University*, MA, PhD, *University of Pennsylvania*, Professor of Sociology

Michael Greeley, BA, *University of California, Berkeley*, MA, *University of Oregon*, PhD, *Northeastern University*, Associate Professor of Mathematics and Computer Science

Lawrence S Greene, BA, *University of Vermont*, DMD, *Tufts University*, PhD, *University of Pennsylvania*, Associate Professor of Anthropology

Robert A Greene, BA, MA, *Boston College*, PhD, *Harvard University*, Professor of English

James Leland Grove, BA, *Yale University*, MA, PhD, *Harvard University*, Professor of English

Robert W Guimond, AB, PhD, *University of Rhode Island*, JD, *New England School of Law*, Professor of Biology

Edythe Haber, BA, *University of Michigan*, MA, PhD, *Harvard University*, Associate Professor of Russian

William Hagar, BS, *Widener College*, PhD, *Temple University*, Associate Professor of Biology

Francis R Hart, BA, MA, PhD, *Harvard University*, Professor Emeritus of English

Kathleen Hartford, BA, *Bryn Mawr College*, MA, *Princeton University*, PhD, *Stanford University*, Professor of Political Science

Stephanie Hartwell, BA, *Bucknell University*, PhD, *Yale University*, Assistant Professor of Sociology

Alan Harwood, BA, *Harvard College*, MA, *University of Michigan*, PhD, *Columbia University*, Professor of Anthropology

Jeremy Hatch, BA, *Cambridge University*, PhD, *Duke University*, Associate Professor of Biology

Alan Helms, BA, *Columbia University*, PhD, *Rutgers University*, Professor of English

Hans-Heinrich Herda, BS, MS, PhD, *Wayne State University*, Professor of Mathematics and Computer Science

Richard Horsley, BA, PhD, *Harvard University*, STB, *Harvard Divinity School*, Professor of Religious Studies

Ritta J Horsley, BA, *Radcliffe College*, MA, PhD, *Harvard University*, Associate Professor of German

Susan Horton, BA, *The Defiance College*, MA, PhD, *Brandeis University*, Professor of English

Jean Humez, BA, *Bennington College*, MPhil, PhD, *Yale University*, Professor of Women's Studies

David Hunt, BA, *Haverford College*, PhD, *Harvard University*, Professor of History

Glenn Jacobs, BA, MA, *Brooklyn College*, PhD, *Temple University*, Associate Professor of Sociology

Robert Johnson, BA, *Bowdoin College*, MPS, *Cornell University*, JD, *Cornell University*, Assistant Professor of Black Studies

Pamela Jones-Rothwell, BA, *Goucher College*, MA, *George Washington University*, PhD, *Brown University*, Associate Professor of Art

Sheldon Kalick, AB, *Princeton University*, AM, PhD, *Harvard University*, Associate Professor of Psychology

Jemadari Kamara, BA, *Tufts University*, PhD, *University of Michigan,* Associate Professor of Black Studies

Herbert Kamowitz, BS, *City College of New York*, ScM, PhD, *Brown University*, Professor Emeritus of Mathematics and Computer Science

Lawrence Kaplan, BA, MS, *State University of Iowa*, PhD, *University of Chicago*, Professor Emeritus of Biology

Janis Kapler, BA, *University of Iowa*, JD, *Antioch School of Law*, PhD, *American University*, Assistant Professor of Economics

Seymour Kass, BS, *Brooklyn College*, MS, *Stanford University*, SM, *University of Chicago*, PhD, *Illinois Institute of Technology*, Professor Emeritus of Mathematics in Engineering

Seymour Katz, BA, *Rutgers University*, PhD, *Harvard University*, Professor Emeritus of English

Richard Kesseli, BS, *University of Massachusetts*, PhD, *University of California*, Associate Professor of Biology

Linda Kime, BA, *Wellesley College*, MS, PhD, *Cornell University*, Associate Professor of Mathematics and Computer Science

Esther R Kingston-Mann, BA, *Antioch College*, MA, PhD, *Johns Hopkins University*, Professor of History and American Studies

Kenneth Kleene, BA, *University of Wisconsin*, PhD, *University of Washington*, Associate Professor of Biology

Karla Klein, BA, *Indiana University*, MA, PhD, *University of Georgia*, Assistant Professor of Psychology

Charles Knight, BA, *Haverford College*, MA, PhD, *University of Pennsylvania*, Professor of English

Takeshi Kokubo, BA, MA, *Rikkyo University*, Lecturer in East Asian Studies

Wen Yuan Kong, BS, *National Taiwan University*, MA, *Syracuse University*, Lecturer in Mathematics and Computer Science

George Koniaris, BA, *University of Athens*, MA, *University of California, Los Angeles*, PhD, *Cornell University*, Professor of Classics

Bernard M Kramer, BA, *Brooklyn College*, MA, PhD, *Harvard University*, Professor Emeritus of Psychology

Richard Kronish, BA, *University of California, Santa Cruz*, MA, PhD, *University of Wisconsin*, Associate Professor of Sociology

Eleanor Kutz, BS, *Boston College*, MA, PhD, *Indiana University*, Professor of English

David Landy, BA, MA, *University of North Carolina*, PhD, *Harvard University*, Professor Emeritus of Anthropology

Winston Langley, BA, *Atlantic Union College*, MA, PhD, *Howard University*, JD, *Suffolk University*, Professor of Political Science

Calvin J Larson, BA, *University of California, Berkeley*, MS, *San Jose State College*, PhD, *University of Oregon*, Professor of Sociology

Daniel A Laufer, BS, *Massachusetts Institute of Technology*, PhD, *Brandeis University*, Professor of Chemistry

Shreedhar Lele, MSE, PhD, *University of Michigan*, Professor of Engineering

Sanford R Lieberman, BA, *University of Rochester*, MA, PhD, *Harvard University*, Associate Professor of Political Science

Joan Liem, BA, *University of Rochester*, PhD, *Boston University*, Associate Professor of Psychology

David Lisak, BA, *University of Virginia*, MA, PhD, *Duke University*, Associate Professor of Psychology

Faculty

John F Looney, BSEd, *Salem State College*, EdM, *Boston State College*, EdD, *Boston University*, Professor of Earth and Geographic Science

Morris Lounds, BA, *City College of New York*, MA, *University of Connecticut*, MS, *Columbia University*, PhD, *Massachusetts Institute of Technology*, Associate Professor of Political Science

Barbara E Luedtke, BA, *Pomona College*, MA, PhD, *University of Michigan*, Professor of Anthropology

George Lukas, AB, *Columbia University*, PhD, *Brandeis University*, Associate Professor of Mathematics and Computer Science

Joan Lukas, BA, *Barnard College*, PhD, *Massachusetts Institute of Technology*, Professor of Mathematics and Computer Science

John A Lutts, BA, *Spring Hill College*, MA, PhD, *University of Pennsylvania*, ThL, *Woodstock College*, Associate Professor of Mathematics and Computer Science

Catherine Lynde, BS, MS, *Portland State University*, PhD, *University of California, Davis*, Associate Professor of Economics

Donald H Lyons, BA, *University of Buffalo*, MA, PhD, *University of Pennsylvania*, Professor Emeritus of Physics

Richard Lyons, BA, *Carleton College*, PhD, *Princeton University*, Associate Professor of English

Arthur MacEwan, BA, *University of Chicago*, MA, PhD, *Harvard University*, Professor of Economics

Donaldo Macedo, BA, *University of Massachusetts Boston*, MA, *New York University*, EdD, *Boston University*, Professor of English and Distinguished Professor of Liberal Arts and Education

Harold P Mahon, BA, MA, *Oregon State University*, PhD, *University of Washington*, Associate Professor of Physics

Margaret Mansfield, BA, *Mount Saint Agnes College*, MA, *Catholic University of America*, PhD, *Cornell University*, Professor of English

Catherine Manton, BA, PhD, *University of Pittsburgh*, Associate Professor of Women's Studies

Isabelle Mao, AB, *National Taiwan University*, Associate Professor of Chinese

Thomas N Margulis, BS, *Massachusetts Institute of Technology*, PhD, *University of California, Berkeley*, Professor of Chemistry

Emerson Marks, BA, *City College of New York*, MA, *University of Iowa*, PhD, *New York University*, Professor Emeritus of English

Jane R Martin, BA, PhD, *Radcliffe College*, Professor Emeritus of Philosophy

Maura B Mast, BA, *University of Notre Dame*, PhD, *University of North Carolina*, Assistant Professor of Mathematics and Computer Science

Monica McAlpine, BA, *Nazareth College of Rochester*, MA, PhD, *University of Rochester*, Professor of English

Anne McCauley, BA, *Wellesley College*, MA, PhD, *Yale University*, Professor of Art

Emily A McDermott, BA, *Bryn Mawr College*, PhD, *Yale University*, Professor of Classics

Paul McDonagh, BS, MS, PhD, *Lowell Technological Institute*, Professor of Chemistry

Thomas A McMullin, BA, *University of Massachusetts, Amherst*, MA, PhD, *University of Wisconsin, Madison*, Associate Professor of History

Michael G Mensoian, AB, *Clark University*, EdM, AM, CAGS, *Boston University*, EdM, *Worcester State College*, CLAS, *University of Pittsburgh*, PhD, *University of Connecticut*, JD, *New England School of Law*, Professor Emeritus of Earth and Geographic Science

Charles Meyer, BA, MA, PhD, *University of Wisconsin*, Associate Professor of English

Michael A Milburn, BA, *Stanford University*, PhD, *Harvard University*, Professor of Psychology

Arthur Millman, AB, *Columbia University*, MA, PhD, *University of Chicago*, Associate Professor of Philosophy

Candace Mitchell, BA, *University of New Hampshire*, MEd, PhD, *Boston University*, Assistant Professor of English

Jon Mitchell, BM, *Milliken University*, MS, EdD, *Northeastern University*, Associate Professor of Music

Benjamin R Mollow, BA, *Cornell University*, PhD, *Harvard University*, Professor of Physics

Celia Moore, BA, *University of Texas*, PhD, *Rutgers University*, Professor of Psychology

Robert Morris, BA, *Reed College*, MA, PhD, *Cornell University*, Professor of Mathematics and Computer Science

Elaine S Morse, BA, MA, *University of Massachusetts, Amherst*, PhD, *Boston University*, Associate Professor of Women's Studies

Theresa Mortimer, BA, MA, *Emmanuel College*, PhD, *Boston College*, Associate Professor of Spanish

Siamak Movahedi, LLB, *University of Teheran*, MS, *California State University, Fresno*, PhD, *Washington State University*, Associate Professor of Sociology

Stephen Mrozowski, BA, *University of Rhode Island*, MA, PhD, *Brown University*, Associate Professor of Anthropology

Some Nath Mukherjee, MSc, PhD, *Benares Hindu University*, Associate Professor of Mathematics and Computer Science

Margaret D Musmon, BS, MS, *Indiana State University*, EdD, *Boston University*, Associate Professor of Communication and Theatre Arts

Ron Nash, BS, *State University of New York at Geneseo*, Lecturer in Communication and Theatre Arts

David A Nellis, BS, *Allegheny College*, MA, PhD, *Boston University*, Assistant Professor of Earth and Geographic Science

Cathryn Nelson, BA, *Bates College*, MA, PhD, *University of Arizona-Tucson*, Associate Professor of Communication and Theatre Arts

Duncan Nelson, BA, *Wesleyan University*, MA, PhD, *Harvard University*, Associate Professor of English

Paul Nestor, BA, MA, *Boston University*, PhD, *Catholic University of America*, Assistant Professor of Psychology

Kenneth Newman, BS, *Brooklyn College*, PhD, *Cornell University*, Associate Professor of Mathematics and Computer Science

Frank J Nisetich, BA, MA, *University of California, Berkeley*, PhD, Harvard University, Professor of Classics

Alfred G Noel, BET, *Centre Pilote de Formation Technique, Haiti*, MS, PhD, *Northeastern University*, Assistant Professor of Mathematics and Computer Science

Andrea Novicki, BS, *Southampton College of Long Island University*, MS, *University of Hawaii*, PhD, *University of California Irvine*, Assistant Professor of Biology

Shaun O'Connell, BA, MA, PhD, *University of Massachusetts*, Professor of English

Thomas O'Grady, BA, *University of Prince Edward Island*, MA, *National University of Ireland*, PhD, *University of Notre Dame*, Associate Professor of English

Elizabeth O'Neil, BS, *Massachusetts Institute of Technology*, MA, PhD, *Harvard University*, Associate Professor of Mathematics and Computer Science

Patrick O'Neil, SB, *Massachusetts Institute of Technology*, SM, *University of Chicago*, PhD, *Rockefeller University*, Professor of Mathematics and Computer Science

James O'Toole, AB, *Boston College*, AM, *College of William and Mary*, MS, *Simmons College*, PhD, *Boston College*, Associate Professor of History

Stephen K Parrott, BS, MS, PhD, *University of Michigan*, Professor of Mathematics and Computer Science

David N Patterson, AB, *Washington University*, AM, PhD, *Harvard University*, Associate Professor of Music

Faculty

Diane Paul, BA, *Northeastern University*, MA, PhD, *Brandeis University*, Professor of Political Science

Mark Peattie, BA, *Pomona College*, MA, *Stanford University*, PhD, *Princeton University*, Professor Emeritus of History and East Asian Studies

William A Percy, BA, *University of Tennessee*, MA, *Cornell University*, MA, PhD, *Princeton University*, Professor of History

Vincent Petronella, BA, *City College of New York*, MA, *University of Oregon*, PhD, *University of Massachusetts, Amherst*, Professor of English

Ronald E Polito, BS, MS, EdD, *Boston University*, Associate Professor of Art

Martin Posner, BA, *University of California*, PhD, *Princeton University*, Associate Professor of Physics

Sheila Post, BA, *Chicago State University*, MA, *Northeastern Illinois University*, PhD, *University of Chicago*, Associate Professor of English

Patricia Powell, BA, *Wellesley College*, Associate Professor of English

Marc E Prou, BA, *University of Massachusetts*, MA, *Regis College*, MEd, *Suffolk University*, MEd, EdD, *University of Massachusetts Amherst*, Assistant Professor of Africana Studies

Martin Quitt, BA, *Brandeis University*, MA, PhD, *Washington University*, Professor of History

Jennifer Radden, BA, *University of Melbourne*, BPhil, DPhil, *Oxford University*, Professor of Philosophy

DVGLN Rao, BS, MA, PhD, *Andhra University*, Professor of Physics

Meredith Ramsay, BM, MA, PhD, *University of Maryland*, Assistant Professor of Political Science

Nathaniel C Raymond, AB, *Boston University*, MA, PhD, *Brandeis University*, Associate Professor of Latin American Studies

John Reardon, BS, *Northeastern University*, PhD, *Boston University*, Associate Professor of Chemistry

Michael Rex, BA, *Indiana University*, PhD, *Harvard University*, Professor of Biology

Jill Rierdan, AB, MA, PhD, *Clark University*, Associate Professor of Psychology

Richard Robbins, BA, *Brooklyn College*, MA, *Washington State University*, PhD, *University of Illinois*, Professor Emeritus of Sociology

Louis E Roberts, BA, *Bowdoin College*, MA, *Boston University*, PhD, *University of Massachusetts*, Associate Professor Emeritus of Theatre Arts

Carole Robinson, BA, *Radcliffe College*, MA, PhD, *Brandeis University*, Assistant Professor of English

William Robinson, AB, *Boston University*, MS, PhD, *Northeastern University*, Associate Professor of Environmental, Coastal, and Ocean Sciences

Lizabeth Roemer, BA, *Northwestern University,* MA, PhD, *Pennsylvania State University*, Assistant Professor of Psychology

Barbara Ross, BA, MA, PhD, *University of New Hampshire*, Professor Emeritus of Psychology

Kenneth Rothwell, BA, *University of Vermont*, MA, MPhil, PhD, *Columbia University*, Assistant Professor of Classics

Rachel Rubin, BA, *Barnard College*, MPhil, PhD, *Yale University*, Assistant Professor of American Studies

Lois Rudnick, BA, *Jackson College*, MA, *Tufts University*, PhD, *Brown University*, Professor of English

Joseph Russell, MA, PhD, *Boston College*, Instructor in Mathematics and Computer Science

James J Ryan, BA, *Queens College*, MA, PhD, *University of Wisconsin*, Professor Emeritus of Spanish

Fuad Safwat, BSc, *University of Baghdad*, MA, PhD, *Washington University*, Associate Professor Emeritus of Biology

George Salzman, BS, *Brooklyn College*, MS, PhD, *University of Illinois*, Professor Emeritus of Physics

Kathleen Sands, BA, *Boston University*, Master of Theological Studies, *Harvard Divinity School*, PhD, *Boston College*, Associate Professor of Religious Studies

Geza Schay, Jr, BA, *Eotvos University*, PhD, *Princeton University*, Professor of Mathematics and Computer Science

Mark Schlesinger, BA, *Columbia University*, MA, *Colgate University*, PhD, *University of Miami,* Associate Professor of Communication and Theatre Arts

Ron Schreiber, BA, *Wesleyan University*, MA, PhD, *Columbia University*, Professor of English

Russell K Schutt, BA, MA, PhD, *University of Illinois, Chicago Circle*, Professor of Sociology

Lloyd Schwartz, BA, *Queens College*, MA, PhD, *Harvard University*, Professor of English

Lowell M Schwartz, BS, *Massachusetts Institute of Technology*, MS, *California Institute of Technology*, PhD, *Massachusetts Institute of Technology*, Professor Emeritus of Chemistry

Marietta Schwartz, BA, *College of St. Benedict*, PhD, *University of Wisconsin, Madison*, Associate Professor of Chemistry

Steven Schwartz, BS, *City College of New York*, AM, PhD, *University of Illinois, Urbana*, Associate Professor of Psychology

Robert Seeley, BS, *Haverford College*, PhD, *Massachusetts Institute of Technology*, Professor of Mathematics and Computer Science

Lester A Segal, BSS, *City College of New York,* MA, *Ohio State University*, PhD, *Columbia University*, Professor of History

Nareshchandra P Shah, BS, MS, *University of Louisville*, PhD, *Stanford University*, Associate Professor of Physics

John Shane, BA, *University of Maine*, PhD, *Massachusetts Institute of Technology*, Associate Professor of Physics

Mary Shaner, BA, *Duke University*, MA, PhD, *University of Illinois*, BLitt, *Oxford University*, Professor of English

Ester Shapiro, BS, MA, *Clark University*, PhD, *University of Massachusetts at Amherst*,Associate Professor of Psychology

Marshall Shatz, BS, *Harvard College*, MA, PhD, *Columbia University*, Associate Professor of History

Michael Shiaris, BS, *University of Maryland*, MS, *Colorado State University*, PhD, *University of Tennessee*, Professor of Biology

Charles Shively, AB, *Harvard College*, MS, *University of Wisconsin*, PhD, *Harvard University*, Professor of American Studies

Melissa Shook, BA, *Goddard College*, Associate Professor of Art

Robert Shope, AB, *Princeton University*, MA, PhD, *Harvard University*, Professor of Philosophy

R Timothy Sieber, BA, *Haverford College*, MA, PhD, *New York University*, Associate Professor of Anthropology

AP Simonds, BA, *Harvard College,* PhD, *Harvard University*, Associate Professor of Political Science

Dan Simovici, BS, MS, *Polytechnical Institute of Jassy*, PhD, *University of Bucharest*, Professor of Mathematics and Computer Science

Rachel Skvirsky, AB, *Oberlin College*, AM, PhD, *Harvard University, Amherst*, Associate Professor of Biology

Carol Smith, BA, *Brown University*, PhD, *Harvard University*, Associate Professor of Psychology

George Smith, Jr, BA, *University of Virginia*, MA, *University of California*, PhD, *University of Virginia*, Associate Professor of English

Judith Smith, BA, *Radcliffe College*, PhD, *Brown University*, Associate Professor of American Studies

Louise Smith, BA, *University of Michigan*, MA, *University of California, Berkeley*, PhD, *University of Virginia*, Professor of English

Faculty

Woodruff D Smith, BA, *Harvard University*, MA, PhD, *University of Chicago*, Professor of History

Nancy Smith-Hefner, BA, MA, PhD, *University of Michigan*, Associate Professor of English

Malcolm Smuts, BA, *Yale University*, PhD, *Princeton University*, Professor of History

Robert H Spaethling, BA, MA, PhD, *University of California, Berkeley*, Professor Emeritus of German

John D Spence, AB, *Grinnell College*, JD, *Harvard Law School*, PhD, *Massachusetts Institute of Technology*, Associate Professor of Political Science

Rajini Srikanth, BA, *Bangalore University*, India, PhD, *SUNY Buffalo*, Assistant Professor of English

Robert Steamer, BA, *Bucknell University*, MA, *University of Virginia*, PhD, *Cornell University*, Professor Emeritus of Political Science

Monique Stern, *Baccalaureat, Lycee Marcellin Berthelot*, MA, *University of Paris*, PhD, *University of Maryland*, Associate Professor of French

Mary H Stevenson, BA, *Brandeis University*, PhD, *University of Michigan*, Associate Professor of Economics

Robert D Stevenson, BS, *Tufts University*, MS, PhD, *University of Washington*, Associate Professor of Biology

Sharon Stichter, BA, *Beloit College*, PhD, *Columbia University*, Professor of Sociology

Nancy Stieber, AB, *Radcliffe College*, MLA, *University of Michigan*, PhD, *Massachusetts Institute of Technology*, Associate Professor of Art

Irwin Stock, BA, *New York University*, MA, PhD, *Columbia University*, Professor Emeritus of English

Taylor Stoehr, BA, *Boston College*, MA, PhD, *University of California, Berkeley*, Professor of English

Manickam Sugumaran, BSc, MSc, *Madras University*, PhD, *Indian Institute of Science*, Professor of Biology

Greg Sun, BS, *Beijing University*, MS, *Marquette University*, PhD, *Johns Hopkins University*, Assistant Professor of Engineering

Robert Swartz, BA, PhD, *Harvard University*, Professor of Philosophy

Helen Tager-Flusberg, BSc, *University College, University of London*, PhD, *Harvard University*, Professor of Psychology

Daisy Tagliacozzo, BA, *Boston University*, PhD, *University of Chicago*, Professor Emeritus of Sociology

Michiko Takaki, BA, *Lindenwood College*, MA, *Southern Illinois University*, PhD, *Yale University*, Associate Professor of Anthropology

Taffee T Tanimoto, BA, *University of California, Los Angeles*, SM, *University of Chicago*, PhD, *University of Pittsburgh*, Professor Emeritus of Mathematics and Computer Science

Nicholas Tawa, BA, *Harvard College*, MA, *Boston University*, PhD, *Harvard University*, Associate Professor Emeritus of Music

Richard Tenney, BA, *University of California, Los Angeles*, MS, PhD, *Cornell University*, Professor of Mathematics and Computer Science

David Terkla, BA, *Williams College*, MA, PhD, *University of California at Berkeley*, Professor of Economics

Brian Thompson, BA, MA, PhD, *Harvard University*, Professor of French

Harold Thurman, BA, *University of Kentucky*, MA, *University of Louisville*, Professor Emeritus of Art

Glenn E Tinder, BA, *Pomona College*, MA, *Claremont Graduate School*, PhD, *University of California, Berkeley*, Professor Emeritus of Political Science

Lynne Tirrell, BA, *University of Wisconsin-Madison*, PhD, *University of Pittsburgh*, Associate Professor of Philosophy

John Tobin, BS, *Boston College*, MA, PhD, *University of Toronto*, Professor of English

Esther Torrego, *Licenciada en Filosofia y Letras, Doctora en Filosofia y Letras, Universidad de Madrid*, Professor of Spanish

Alice Trost, BA, MA, PhD, *State University of New York*, Assistant Professor of Economics

Richard Truesdell, BS, MS, *Northeastern University*, PhD, *Boston College*, Associate Professor of Mathematics and Computer Science

Paul Tucker, BA, *Williams College*, MA, PhD, *Yale University*, Professor of Art

Castellano Turner, BA, MA, *DePaul University*, PhD, *University of Chicago*, Professor of Psychology

Primo Vannicelli, BA, *Occidental College*, MA, PhD, *Harvard University*, Associate Professor of Political Science

Hans van Willigen, BA, PhD, *University of Amsterdam*, Professor of Chemistry

Margaret Wagner, BFA, *University of Iowa*, MFA, *University of Colorado*, Assistant Professor of Art

Adorna Walia, BA, MA, PhD, *Radcliffe College*, Associate Professor of Spanish

Samuel Walker, BA, *Middlebury College*, MA, *Rhode Island School of Design*, MFA, *Tyler School of Art*, Associate Professor of Art

Gordon Wallace, BS, *Antioch College*, PhD, *University of Rhode Island*, Associate Professor of Environmental, Coastal, and Ocean Sciences

Hubert E Walters, BA, *North Carolina Central University*, MM, *East Carolina University*, Associate Professor of Music

Chi-Hua Wang, BS, *St John's University*, PhD, *St Louis University*, Professor of Chemistry

James Ward, BA, *Adrian College*, MA, *University of Michigan*, PhD, *Harvard University*, Professor of Political Science

John Warner, BSc, *University of Massachusetts Boston*, MA, PhD, *Princeton University*, Associate Professor of Chemistry

Paul Watanabe, BS, *University of Utah*, MA, PhD, *Harvard University*, Associate Professor of Political Science

Walter E Weibrecht, BS, *Franklin and Marshall College*, PhD, *Cornell University*, Associate Professor of Chemistry

Robert Weiner, BA, *Brandeis University*, MA, PhD, *New York University*, Professor of Political Science

Amy Weisman, BA, *University of Maryland*, MA, PhD, *University of Southern California*, Assistant Professor of Psychology

Robert Weiss, BS, *University of Buffalo*, MA, PhD, *University of Michigan*, Professor Emeritus of Sociology

Victoria Weston, BA, MA, PhD, *University of Michigan*, Assistant Professor of Art

Brian White, BS, *Massachusetts Institute of Technology*, PhD, *Stanford University*, Assistant Professor of Biology

Richard White, BA, *University of Rochester*, PhD, *Washington University*, Professor of Biology

Garrison H Wilkes, BA, *Pomona College*, PhD, *Harvard University*, Professor of Biology

Pepper Williams, BA, *Stanford University*, MA, PhD, *Yale University*, Assistant Professor of Psychology

Julie Winch, BA, *Cambridge University*, MA, PhD, *Bryn Mawr College*, Associate Professor of Black Studies and Associate Professor of History

Susan Wolf, BA, *Université de la Sorbonne*, MA, *University of California*, PhD, *University of Washington*, Assistant Professor of Modern Languages

Harold Wolozin, BS, *Tufts University*, PhD, *Columbia University*, Professor of Economics

Dennis H Wortman, BS, *University of Maryland*, PhD, *Massachusetts Institute of Technology*, Associate Professor of Mathematics and Computer Science

Faculty

Roger Wrubel, BA, *Hunter College*, MS, *University of Virginia, Charlottesville*, PhD, *University of California, Berkeley*, Lecturer in Environmental Studies

Zong-Guo Xia, BS, *Central-South University of Technology Changsha*, MS, MA, *State University of New York*, PhD, *City University of New York*, Assistant Professor of Earth and Geographic Science

Weili Ye, BA, *Beijing Teachers College*, PhD, *Yale University*, Assistant Professor of East Asian Studies and Women's Studies

Gordon C Zahn, BA, *College of St Thomas*, MA, PhD, *Catholic University of America*, Professor Emeritus of Sociology

Vivian Zamel, BA, *City College of New York*, MA, *Boston University*, MA, EdM, PhD, *Columbia University*, Professor of English

Judith Zeitlin *BA, Stanford University*, MPhil, PhD, *Yale University*, Assistant Professor of Anthropology

Leverett J Zompa, BS, *Merrimack College*, MS, *College of the Holy Cross*, PhD, *Boston College*, Professor of Chemistry

The College of Management

College of Management

The College

The College of Management (CM) takes pride in the special relationship between its students and faculty. Together they create an educational experience of high quality that enables CM graduates to succeed in a wide variety of managerial positions in the private and public sector, locally, nationally and abroad. Our undergraduates contribute to the intellectual life of the College through the rich diversity of their backgrounds, offering a perspective that varies with age, race, gender, and nationality. Our faculty, who hold degrees from leading American and international universities, have a strong commitment to teaching. The breadth of their research and professional experience covers the full range of functional skills appropriate to the management curriculum.

The 120 credit hour undergraduate program leads to a bachelor of science degree in management. By fulfilling the general education, management, and elective course work requirements, graduates are prepared not only with the theoretical, technical, and functional training they will need to succeed as professionals but also with the solid liberal arts background essential to professional and personal development. The perspectives they gain through this curriculum assure that students leave CM with specific job-related skills and a richer social, cultural, and scientific understanding of the world in which they will use those skills. The curriculum emphasizes

A. knowledge of
- management functions and processes;
- economic, social, political, legal, and other environmental systems;
- research methods and theory;
- organizations, administrative behavior, and information systems;

B. awareness of
- oneself as a person and as a manager;
- subordinates, associates and superiors;
- social issues and responsibilities; and,

C. the development of skills and concepts in
- planning and decision-making;
- problem-solving and research;
- initiating, implementing and adapting to change;
- oral and written communication.

College Mission Statement

We provide quality, relevant, and affordable management education to enable our students to participate in the regional and global economy. Our undergraduate and graduate programs are consistent with our campus mission. The undergraduate program gives our diverse body of students the knowledge and skills necessary to pursue productive careers. Our graduate program primarily serves working professionals by providing them with the fundamental technical and organizational knowledge and skills expected of a modern manager.

We strive for excellence in our teaching, research, and service endeavors, which are interdependent and mutually supportive. In teaching, we strive for innovation in curriculum and instructional delivery; in research, we contribute to the advancement of the varied disciplines of management; and in service, we are responsive to the needs of our stakeholders.

Degree Requirements

To qualify for the bachelor of science degree, CM students must successfully meet the College's general education and management requirements and meet all other University requirements for graduation.

General Education

To insure that its students develop intellectual depth and discipline, the College requires that they devote a substantial portion of their curriculum to general education. The general education component of the undergraduate curriculum includes courses selected to meet requirements in liberal arts areas, international management, and diversity.

Liberal Arts Areas

Every student in the College of Management is required to take ten courses totaling 30 credits in the College of Arts and Sciences. Two courses must be selected from departments in each of three broad liberal arts areas (humanities, natural sciences, and social sciences) for a total of six courses. In addition, students are required to complete four courses at or above the 200 level from any of the three liberal arts areas. Courses may be chosen from one department or from a combination of departments in all three fields. The College does not specify courses. Students choose, with their advisors' approval, appropriate courses within the College of Arts and Sciences for each liberal arts area.

International Management Requirement

All students in the College of Management are required to take one course that is devoted to contemporary issues and has an explicit, predominant international focus. The College's Undergraduate Program Office provides a list of appropriate courses that fulfill this requirement. The course satisfying the international management requirement may also be used to fulfill a liberal arts, concentration, or elective requirement. International students must select a course which emphasizes a country other than their own or the United States. Courses fulfilling this requirement cannot be taken on a pass/fail basis.

Diversity Requirement

All students in the College of Management are required to take one course that has been approved as meeting the criteria for the University's diversity requirement. Students may meet this requirement by taking a course in either the College of Management or the College of Arts and Sciences. The Undergraduate Program Office provides a list of courses that meet the diversity requirement. The course satisfying the diversity requirement may also be used to fulfill a field of study, concentration, or elective requirement. Courses for the diversity requirement cannot be taken on a pass/
fail basis.

Management Requirement

Students fulfill the management requirement by completing (1) all foundation and management core courses and (2) a set of courses which satisfy the requirements for a concentration selected by the student.

1. Foundation Courses
   Foundation courses provide the skills and conceptual background students need to be successful in 300- and 400-level core and concentration courses.

ACM 299	Analysis and Communication for Managers
Econ 101	Introduction to Microeconomics
Econ 102	Introduction to Macroeconomics
Math 134	Managerial Algebra and Calculus
MSIS 110	Introduction to Computers and Information Systems
MSIS 111	Managerial Statistics
MSIS 212	Managerial Decision Making

College of Management

2. Management Core Courses
The management core is the heart of the management curriculum. Core courses provide students with a thorough theoretical and practical exposure to the functions and processes of management under a variety of economic, social, political, legal and ethical conditions. Their diverse experience with these basic courses will assist students in selecting a concentration and a prospective career path.

ACC 210	Financial Accounting
ACC 211	Managerial Accounting
MGT 303	Managing Organizations
MSIS 301	Operations Management
FIN 301	Financial Management
MKT301	Principles of Marketing
MGT 330	Business Environment and Public Policy
MGT 331	Managerial Ethics and Social Issues
MGT 490	Strategic Management

3. Management Concentrations
A concentration provides depth of knowledge and skill development within a specific area of management. Although all graduates of the College receive a BS in management, students after taking 60 credits choose an area of further concentration within a department.

Accounting and Finance Department
- Accounting
- Finance

Management and Marketing Department
- International Management
- Management
- Marketing

Management Science and Information Systems Department
- Management Information Systems
- Operations Management and Information Systems

Students complete their general education and foundation course work as part of their first 60 credits. They take most management core and all concentration course work after having completed 60 credits.

Co-ops and Internships

Employers value not only a particular academic concentration and general academic performance, but also career-related work experience. The Co-op/Internship Program provides an excellent way to gain relevant work experience and exposure to career opportunities while still in school. Internships and co-ops may be taken for credit through courses in the Departments of Accounting and Finance (AF 480), Management (MGT 480), Management Science and Information Systems (MSIS 480), and Marketing and Communication (MAC 480). On-site supervisors and faculty sponsors provide guidance and supervision for each participant.

Students who complete the following requirements are eligible to participate in the Co-op/Internship Program:

- 75 credits toward graduation
- 21 credits in the management core
- one concentration course
- a minimum 2.5 cumulative grade point average

Further information may be obtained from the undergraduate program office or the College's Career Center.

Certificate Programs

In addition to a bachelor of science degree in management, the College also offers two certificate programs tailored to prepare students for careers in areas requiring more extensive and specialized academic preparation. Certificate programs are open to both matriculated and non-matriculated students. For additional information on the certificate in accounting, see the section below on the Department of Accounting and Finance. For additional information on the certificate in management information systems, see the section below on the Department of Management Science and Information Systems.

Minor in Management in the College of Arts and Sciences

Students in the College of Arts and Sciences may earn a minor in management. Interested students should contact the CAS Office of Academic Support Programs, McCormack Hall, 3rd floor, room 421.

The 150-Credit Hour Baccalaureate/ MBA Program

This program is designed for CAS (College of Arts and Sciences) students who are interested in pursuing careers in management built on a solid foundation of study in a liberal arts discipline, and who are able and motivated to undertake an intensive and demanding course of study. For students in the sciences, the program could offer, for example, the prospect of strong preparation for the biomedical and health care industries; while those in the arts and humanities might be interested in working towards careers in marketing, production, or management. Participants receive the baccalaureate degree (either the BA or the BS) with a major in one of the CAS undergraduate disciplines, and the MBA degree from the College of Management. Those admitted to Ithe program take a total of 96 undergraduate credits and 54 graduate credits for a total of 150 credit hours. This compares to as many as 177 credit hours if the baccalaureate and MBA degrees are pursued sequentially. The program, though carefully structured, is nevertheless flexible enough to accommodate seven or eight undergraduate elective courses. CAS students should apply to the program after they have completed at least 60 CAS credits. Admission to the 150-credit hour program is competitive and by application only. Information about the program and prerequisites is available from the College of Management's Graduate Program Office, and from the CAS Office of Academic Support Programs, McCormack Hall, 3rd floor, room 421.

University Degree Requirements

Degree candidates must have a total of 120 credits. At least 30 credits must be completed in residence at the University of Massachusetts Boston. Students are required to file a diploma card in the Office of Registration and Records by the published deadline after the completion of 84 credits. A minimum cumulative average of 2.00 is required for the awarding of the degree.

College of Management Residency Requirement

The College of Management requires that the following be completed in residence:

- a minimum of 15 credits in the management core
- a minimum of 9 credits in the concentration

Admission to Courses

Students enrolled in the College of Management or in the College of Arts and Sciences minor in management may register for CM courses during preregistration periods. All matriculated and non-matriculated students who hold a bachelor's degree or are enrolled or have been enrolled in good standing (minimum GPA 2.0) at another college or university and who meet all course prerequisites are welcome to enroll in CM courses on a space available basis after preregistration period.

Three courses are always open to non-CM, UMass Boston students during registration periods, space permitting: Financial Accounting (ACC 210), Managerial Accounting (ACC 211), and Introduction to Computers and Information Systems (MSIS 110).

Approval to Take Courses at Other Colleges or Universities

College of Management students who wish to take courses outside UMass Boston must obtain written prior approval from the Undergraduate Program Office. A substitute for a concentration course must also be approved by the chair of the department offering the course.

Department of Accounting and Finance

College of Management

Pass/Fail Regulations

CM students may take general elective courses on a pass/fail basis.

Course Repetition Policy

A student may repeat any course, regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average. Each UMass Boston undergraduate may choose to repeat a total of four courses, one time each. A student who wishes to repeat a course must file a "Repeat of Course" card with the Office of Registration and Records.

Course Load for Full-Time Students

Full-time registration for CM students is a maximum of five courses. Registration for more than 15 credits requires written permission from the Undergraduate Program Office. Normally such permission is given only when a student's cumulative grade point average is 3.0 or above.

Admissions

Prospective applicants are encouraged to visit the campus and meet with an admissions counselor. Visits are arranged through the Undergraduate Admissions Office (287-6100). Applications for admission may be obtained from the Admissions Information Service, University of Massachusetts Boston, Harbor Campus, 100 Morrissey Boulevard, Boston, Massachusetts 02125-3393.

Transfer Student Information

Transfer students are admitted to the College of Management from other colleges at UMass Boston as well as from other universities. Students from other colleges or universities should contact the Admissions Information Service (287-6000) for transfer student application information. Students from other colleges at UMass Boston should contact the CM Undergraduate Program Office for inter-college transfer application information. A maximum of 66 transfer credits will be accepted from two-year institutions, and a maximum of 90 credits will be accepted from four-year institutions. Students who plan to transfer into the College of Management are encouraged lto complete introductory courses during the freshman and sophomore years in macroeconomics and microeconomics (Econ 101-102), freshman English (Engl 101); financial accounting and managerial accounting (ACC 210-211); and pre-calculus (Math 134); as well as the courses in computers and information systems (MSIS 110), managerial statistics (MSIS 111), and managerial decision making (MSIS 212).

Academic Advising

Students should meet with an advisor at least once a year to officially update their program plan. Students wishing to review their files or obtain updated curriculum evaluations may make an appointment to see an advisor at one of the following offices:

- The University Advising Center, 3rd floor, McCormack Hall, for students who have fewer than 60 credits or have not officially declared a concentration.
- The appropriate academic department for students who have 60 credits or more and have officially declared a concentration.

Students who wish information regarding transfer into the College of Management are invited to attend a curriculum advising workshop. These workshops are scheduled at various times throughout the semester. Further information can be obtained from the University Advising Center.

Faculty

Lal C Chugh, Professor and Chair; Professors Lawrence G Franko, Eric W Hayden; Associate Professors Thomas Hogan, Satish Thosar, Kiran Verma; Assistant Professors Arindam Bandopadhyaya, James Bennett, James Bierstaker, Jay Coughenour, Miranda Detzler, Susan Machuga, Inshik Seol, Peter Westort, Sally Wright; Lecturers John Coleman, William Seltz, James F Volkert

The Department

The Department of Accounting and Finance offers concentrations in accounting and finance, and a certificate program in accounting to prepare students for a range of careers in public, private, or not-for-profit organizations. The department offers students, regardless of their eventual concentrations, a solid grounding in accounting and finance that will contribute to their professional preparation. At the upper levels, specialized courses are designed to qualify students for specific professional careers. The department also offers sequences of courses, detailed below, that help students become qualified for various professional certifications.

Concentrations

Accounting

The concentration in accounting gives students a broad understanding of accounting theory and techniques in preparation for the full range of career opportunities in the private, public, and non-profit sectors. The accounting concentration is appropriate for students who seek the necessary range and depth in their academic preparation for such careers as public accounting, comptrolling, and auditing (both internal and external).

Requirements (21 credits)

- ACC 310 Intermediate Accounting I
- ACC 311 Intermediate Accounting II
- ACC 363 Cost Accounting
- ACC 450 Federal Taxation I
- ACC 470 Financial Auditing

or

- ACC 471 Managerial Auditing

and two of the following:

- ACC 315 Accounting Information Systems
- ACC 330 Law for Accountants
- ACC 410 Advanced Accounting
- ACC 433 Accounting for Non-Business Organizations
- ACC 451 Federal Taxation II
- ACC 463 Advanced Managerial Accounting
- ACC 472 EDP Audit and Control
- ACC 485 Small Business Practicum
- Any other approved ACC course

Department of Accounting and Finance

The accounting curriculum offers opportunities for the preparation of a wide variety of professional certifications such as Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified Management Accountant (CMA) and Certified Information Systems Analyst (CISA).

Students should take careful note that requirements for professional certificates demand highly specialized course work; therefore, prior to electing such a program of study, all students should talk with faculty advisors.

Certified Public Accountant (CPA)

Students planning careers as CPAs should follow a special program to meet the requirements of the various state statutes regulating eligibility for the CPA examination:

- ACC 310 Intermediate Accounting I
- ACC 311 Intermediate Accounting II
- ACC 315 Accounting Information Systems
- ACC 330 Law for Accountants
- ACC 410 Advanced Accounting
- ACC 450 Federal Taxation I
- ACC 451 Federal Taxation II
- ACC 470 Financial Auditing
- ACC 472 EDP Audit and Control

Certified Internal Auditor (CIA)

Students preparing for careers as certified internal auditors (CIA) should plan a special program around the requirements recommended by the Institute of Internal Auditors. At a minimum, the program should include:

- ACC 310 Intermediate Accounting I
- ACC 311 Intermediate Accounting II
- ACC 315 Accounting Information Systems
- ACC 363 Cost Accounting
- ACC 471 Managerial Auditing
- ACC 472 EDP Audit and Control

as well as other courses from the accounting, finance and management sciences offerings. Students should consult CIA literature early in the senior year to obtain the latest requirements and application dates for the certification examination.

Certified Managerial Accountant (CMA)

Students intending to sit for the Certificate in Management Accounting (CMA) should plan a special program around the requirements set by the Institute of Management Accounting of the National Association of Accountants. At a minimum the program should include:

- ACC 310 Intermediate Accounting I
- ACC 311 Intermediate Accounting II
- ACC 315 Accounting Information Systems
- ACC 363 Cost Accounting
- ACC 410 Advanced Accounting
- ACC 450 Federal Taxation I
- ACC 451 Federal Taxation II
- ACC 471 Managerial Auditing

Finance

The finance concentration provides students with a broad understanding of financial theory and technique. From course work, students acquire the knowledge and skills to prepare for jobs as comptrollers, treasurers, analysts, investment bankers, or to take on other challenging jobs in financial management.

Requirements (15 credits)

- FIN 325 Theory of Finance
- FIN 335 Investments
- FIN 495 Financial Policy

At least one of the following four:

- FIN 425 Topics in Corporate Financial Management
- FIN 435 Derivative Securities
- FIN 445 Management of Financial Institutions
- FIN 455 International Financial Management

and one of the following courses:

- FIN 426 Financial Modeling
- ACC 450 Federal Taxation I
- FIN 465 Small Business Financial Management
- FIN 475 Real Estate Finance and Investment
- FIN 478 Special Topics in Accounting and Finance
- FIN 479 Seminar in Finance
- FIN 485 Small Business Practicum

Early in the senior year, students interested in certification as Chartered Financial Analysts (CFAs) should consult literature from the Institute of Chartered Financial Analysts for requirements and examination dates and should then follow the appropriate program of study.

Certificate in Accounting

The Certificate Program in Accounting provides students interested in career opportunities in the private, public, and not-for-profit sectors with a thorough foundation in professional accounting. Completion of the certificate program should provide the equivalent of the "accounting concentration" required to sit for the CPA exam as a Massachusetts candidate. Students expecting to sit for the CPA exam or apply for licensing as a CPA in another state should check the requirements of that state, which may differ from those of Massachusetts. Those eligible to participate in the Certificate in Accounting Program include both matriculated and non-matriculated students with a minimum of 60 semester hours (or 90 quarter hours) of college level credits who have completed ACC 210 Financial Accounting and ACC 211 Managerial Accounting.

Requirements (24 credits with a cumulative GPA of 2.0 or above)

- ACC 310 Intermediate Accounting I
- ACC 311 Intermediate Accounting II
- ACC 363 Cost Accounting
- ACC 450 Federal Taxation I
- ACC 470 Financial Auditing

or

- ACC 471 Managerial Auditing

and three of the following:

- FIN 301 Introduction to Financial Management
- ACC 315 Accounting Information Systems
- ACC 330 Law for Accountants
- ACC F 410 Advanced Accounting
- ACC 433 Accounting for Non-Business Organizations
- ACC 451 Federal Taxation II
- ACC 463 Advanced Managerial Accounting
- ACC 472 EDP Audit and Control
- any other 300 or higher level accounting course

Accounting Courses

ACC 210
Financial Accounting
Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.
Prerequisite: 30 credits.
3 Lect Hrs, 3 Credits

ACC 211
Managerial Accounting
Presents the theory and technique of managerial accounting, from the particular perspective of the manager. The course covers the identification and analysis of the behavior of costs within the organization, and illustrates how managers use such knowledge for planning and control. Major topics include responsibility accounting, comprehensive and cash budgeting, and standard job order and process cost systems.
Prerequisite: ACC 210.
3 Lect Hrs, 3 Credits

ACC 310
Intermediate Accounting I
Develops students' knowledge of financial accounting theory. The course puts particular emphasis on the application of theory and practical problems arising from limitations of traditional financial statements. The course provides similar in-depth analysis of asset and current liability items. Please note: ACC 210 can be taken concurrently.
Prerequisite: **ACC** *210.*
3 Lect Hrs, 3 Credits

Department of Accounting and Finance

ACC 311
Intermediate Accounting II
Continues to develop accounting theory, using principles, concepts, and accounting pronouncements to analyze and resolve accounting issues. Students acquire an understanding of issues unique to corporations and complete the study of the balance sheet by examining long-term debt and equity issues. The course includes a module on fund accounting to expose students to accounting for governmental and not-for-profit organizations. It is recommended that students take FIN 301 before ACC 311.
Prerequisite: ACC 310.
3 Lect Hrs, 3 Credits

ACC 315
Accounting Information Systems
This course examines the design, implementation, operation, and control of contemporary computer-based accounting information systems. Students complete projects which require the use of current information technology to solve real world problems.
Prerequisite: ACC 211.
3 Lect Hrs, 3 Credits

ACC 330
Law for Accountants
Examines the body of law involved in the formation, operation, and termination of business organizations; in contracts; in debtor-creditor relations; in uniform commercial code (sales, commercial paper, secured transactions); in property, estate, and trust; in government regulations; and in issues of CPA liability. Course content encompasses the topics to be found on the CPA law examination.
Prerequisite: ACC 211.
3 Lect Hrs, 3 Credits

ACC 363
Cost Accounting
Examines the design, implementation, and operation of cost accounting systems. With primary emphasis on cost analysis in manufacturing, the course explores cost standards, actual performance, and variables. To a lesser extent, the course also applies concepts of cost accounting to manufacturing and service organizations.
Prerequisite: ACC 211.
3 Lect Hrs, 3 Credits

ACC 410
Advanced Accounting
Develops in depth understanding of financial accounting and reporting in the following areas: business combinations, consolidated financial statements, foreign currency transactions, translation of financial statements of foreign affiliates, reorganization and liquidation, partnerships and other advanced areas. Continues to build on skills acquired from ACC 310 and 311 while providing comprehensive treatment of selected topics.
Prerequisite: ACC 311. ACC 311 and ACC 410 may be taken concurrently with permission of instructor.
3 Lect Hrs, 3 Credits

ACC 433
Accounting for Non-Business Organizations
Develops the specialized knowledge of finance and accounting necessary for the successful financial management of such non-business organizations as governmental agencies, foundations, hospitals, and universities. The course particularly stresses fund accounting as well
as the accounting principles appropriate to such organizations.
Prerequisite: ACC 311.
3 Lect Hrs, 3 Credits

ACC 450
Federal Taxation I
Studies the law and procedures of the federal income taxation of individual taxpayers. The course presents the income tax concepts of gross income recognition, deductions, tax credits, and the effects of property transactions.
Prerequisite: ACC 211.
3 Lect Hrs, 3 Credits

ACC 451
Federal Taxation II
Applies the income tax concepts presented in ACC 450 to corporations, partnerships, Subchapter S corporations, trusts, and estates. The course introduces the concepts of the
federal gift tax and the federal estate tax.
Prerequisite: ACC 450.
3 Lect Hrs, 3 Credits

ACC 463
Advanced Managerial Accounting
Continues the study of cost accounting, with emphasis on the managerial application of cost data and financial accounting information to decision making. Includes studies in relevant costs, cost behavior analysis, risk analysis as applied to capital budgeting, inventory management, cost allocation, and variance analysis.
Prerequisite: ACC 363.
3 Lect Hrs, 3 Credits

ACC 470
Financial Auditing
Encompasses both the theory and the technique of financial auditing. The course examines the professional role of the auditor, along with its operational, ethical, and legal implications. Areas typically covered include professional auditing standards, the auditors' report, specialized reporting issues, auditors' legal responsibilities, gathering and evaluating evidence, the internal control structure audit sampling, and the Code of Professional Conduct. Discussions consider issues of judgment typically faced by auditors in practice.
Prerequisite: ACC 311. ACC 311 and 470 may be taken concurrently with permission of instructor.
3 Lect Hrs, 3 Credits

ACC 471
Managerial Auditing
Evaluates activities at all levels of operations to improve either profitability in the private sector or operational performance in the public sector. The course presents the conceptual foundations of auditing, as well as the practical application of auditing techniques to the public and private sectors. Cases drawn from both corporate and governmental audits illustrate "real world" dilemmas of managerial auditing. It is recommended that students take ACC 363 before 471.
Prerequisite: ACC 310.
3 Lect Hrs, 3 Credits

ACC 472
EDP Audit and Control
Designed for the advanced accounting student preparing for a career in internal or external auditing. The course reviews concepts, design, and control of computer-based systems; examines the EDP audit process; employs generalized audit software to evaluate simulated client systems; and examines the nature and impact of computer-assisted crime. It is recommended that students take ACC 315 and either 470 or 471before taking 472.
Prerequisite: ACC *310.*
3 Lect Hrs, 3 Credits

ACC 478
Special Topics in Accounting
Addresses a specific topic in accounting. Special topics courses are offered
as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
3 Lect Hrs, 3 Credits

Department of Accounting and Finance

ACC 480
Accounting Internship
Provides students with opportunities for full- or part-time work experience in an accounting or finance setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in CM as an accounting concentrator.
3 Credits

ACC 485
Small Business Institute Practicum
Through this practicum students have the opportunity to apply financial, marketing, and other management principles to selected small business concerns. The course, offered in cooperation with the Small Business Administration, lets students offer management counseling and technical assistance to small business organizations. Students work in teams with faculty guidance.
Prerequisites: Substantial completion of core requirement and/or permission of instructor.
3 Credits

ACC 488
Independent Study
A student-initiated research project on an accounting topic, supervised by a member of the accounting faculty. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor.
3 Credits, Hrs by arrangement

Finance Courses

FIN 201
Personal Finance
Introduces students to planning and managing personal and family finances. Topics include insurance and estate planning, relationships with banks, issues in home ownership and real estate, the fundamentals of investing in stocks and bonds, tax planning, leasing as compared with buying automobiles, and financing college education. This course cannot be counted toward the finance or accounting concentration in the College of Management.
3 Lect Hrs, 3 Credits

FIN 301
Introduction to Financial Management
Introduces financial management (both short term and long term), specifically what an organization invests in, and how the necessary funds are best raised; the course also acquaints students with various kinds of securities and the operation of financial markets and institutions. Specific topics including working capital management, financial markets and institutions, the time value of money and capital budgeting, the cost of capital, financial leverage and capital structure, and dividend policy.
Prerequisite: ACC 211 and 60 credits.
3 Lect Hrs, 3 Credits

FIN 325
Theory of Corporate Finance
Provides a sound understanding of the principles of and analytical techniques used in financial management. The course describes financial decision making by corporations and shows how it can be used to address practical problems and illuminate institutional aspects of the financial world. . Topics include review of valuation concepts, cost of capital, advanced capital budgeting, capital structure theories, dividend policy, IPO's, long-term financing and working capital management.
Prerequisite: FIN 301.
3 Lect Hrs, 3 Credits

FIN 335
Investments
Provides the student with an understanding of capital market securities, operations, valuation, and investment techniques. Specifically, the course covers definitions of various investment vehicles, operation of the NYSE and NASDAQ markets, portfolio theory (CAPM and APT), valuation of stocks and bonds, and investor capital allocation decisions, including discussions of mutual fund selection.
Prerequisite: FIN 301.
3 Lect Hrs, 3 Credits

FIN 425
Topics in Corporate Financial Management

Builds on the principles and concepts developed in FIN 325 and introduces several new topics including real options, risk management techniques, convertible securities, leasing and mergers and acquisitions. It is recommended that students take FIN 335 before FIN 425.
Prerequisite: FIN 325.
3 Lect Hrs, 3 Credits

FIN 426
Financial Modeling
Introduces the principles and techniques for building financial models, especially in an uncertainty framework. Topics include decision support systems, risk analysis and capital budgeting under uncertainty. Integrates financial, accounting and statistical concepts and techniques to construct financial models and to perform analyses using micro-computer based software.
Prerequisite: FIN 301.
3 Lect Hrs, 3 Credits

FIN 435
Derivative Securities
Derivative securities are contracts whose payoffs are derived from the outcome of another security or asset price. This course focuses on the valuation and (mis) use of derivative securities. Specifically the course covers: history of derivatives, valuation of forwards, futures, swap and option contracts and the use of derivative securities to hedge financial risk, particularly interest rate and foreign currency risk. It is recommended that students take ACC 335 before 435.
Prerequisite: FIN 301.
3 Lect Hrs, 3 Credits

FIN 445
Management of Financial Institutions
Examines the management of financial institutions, and their operation role in the U.S. economy. The course emphasizes the managerial issues and problems unique to the management of banks and other financial institutions. Topics include the pricing of services, lending criteria, asset and liability management; deposit management, investment management, and performance.
Prerequisite: FIN 301.
3 Lect Hrs, 3 Credits

FIN 455
International Financial Management
Provides the student with the knowledge and skills needed by managers in organizations active in international trade, facing foreign competition, or involved in foreign direct investment. The course focuses on the unique international variables and constraints which modify single-country financial management concepts. Topics include the determination of exchange rates, forecasting exchange rates, foreign exchange risk management, transfer pricing policies, multinational capital budgeting with cash flows in more than one currency, international financial markets, and country risk in multinational investment decisions.
Prerequisite: FIN 301.

FIN 465
Small Business Financial Management
Examines the formation and financial management of small business organizations, both for profit and non-profit. The course emphasizes the managerial concepts and analytical tools useful to small enterprises in personnel organization, financing, and marketing. Specific topics include identifying opportunities, appraising their potential for success, raising necessary capital, negotiating price and terms for purchase or financing, and typical operational problems arising at various stages during the life cycle of small enterprises.
Prerequisite: FIN 301.
3 Lect Hrs, 3 Credits

Department of Management and Marketing

FIN 475
Real Estate Finance and Investment
Deals with the financing, valuation, and development of real estate investments. The course examines the theoretical and pragmatic models of valuation, the financial structure of successful developments, and the appropriate models of investment choice and portfolio management for real estate investors. It develops an appreciation of the similarities and differences between real and financial assets, and integrates the techniques of real estate analysis with those of corporate finance. Students are expected to participate actively in analyzing real estate investments and developments through case studies, and through interaction with executives from the investment, development, and lending communities.
Prerequisite: ACC *301.*
3 Lect Hrs, 3 Credits

FIN 478
Special Topics in Finance
Addresses a specific topic in finance. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
3 Lect Hrs, 3 Credits

FIN 479
Seminar in Finance
Examines classic and current articles in financial literature. The course enables small groups of advanced students to work on selected finance topics and develop their ability to follow the academic literature and do independent work.
Prerequisite: FIN 301.
3 Lect Hrs, 3 Credits

FIN 485
Small Business Practicum
Through this practicum students have the opportunity to apply financial and general management principles to activities in selected small business concerns. Working in teams with faculty guidance, students offer financial management counseling and technical assistance to small organizations,
Prerequisite: FIN 301.
3 Credits

FIN 488
Independent Study
A student-initiated research project on a finance topic, supervised by a member of the finance faculty. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor.
3 Credits, Hrs by arrangement

FIN 495
Financial Policy
Utilizes the case study method to apply theoretical concepts and techniques learned in previous courses to the analysis of real situations and practical problems in financial management and policy. Some cases will have a strong international focus. This course is intended as a "capstone" course to be taken after all other concentration courses. It provides an opportunity for reviewing, integrating, and putting into practice the skills acquired in previous courses.
Prerequisites: FIN 325 and FIN 335, or permission of department chairperson.
3 Lect Hrs, 3 Credits

Faculty
Peter McClure, Professor and Chair; Professors Gunther Boroschek, Betty Diener, Arthur Goldsmith, Mary Lou Roberts, Leon Zurawicki; Associate Professors David Levy, Raymond Liu, Michael Novak, Philip Quaglieri, Joan Tonn; Assistant Professor Vicki Milledge

Department Concentrations

The Department of Management and Marketing offers three concentrations.

- International Management
- Management
- Marketing

International Management

The international management concentration seeks to broaden students' horizons and prepare them for a world in which business and commerce are increasingly worldwide in scope. Employers have a growing need for managers with the knowledge and skills to operate effectively in this environment. This concentration will help students understand the technological, economic, and political forces shaping the global economy; and the implications for management practices. Students will gain an appreciation of the diverse economies and culture in different countries. The interdisciplinary nature of this concentration provides students with the flexibility to choose courses from a broad range of disciplines related to international business.

Requirements:

Five upper division course (15 credits with at least 9 from the College of Management) are required for College of Management students to successfully complete the international management concentration. All concentrators take MGT 434 (Managing in the Global Economy), and other courses selected from the following list:

- MGT 435 International Perspectives on Business, Culture, and Government: Europe
- MGT 436 International Perspectives on Business and Government: Asia
- MKT 430 International Marketing
- FIN 455 International Financial Management
- FIN 455 International Financial Management
- Econ 334 International Trade
- Econ 335 International Finance
- Econ 336 Economic Development
- Econ 372 Comparative Economic Systems
- Econ 435 The Multinational Corporation
- IR 480 The Political Economy of International Trade
- PolSci 410 The Politics of International Economic Relations
- MGT 480 Internship

Department of Management and Marketing

Management

The management concentration is ideal for students who want to keep their options open and avoid narrow, specialized career paths. Courses are designed to increase students' abilities to enter and advance management careers in the rapidly changing structures of today's business and government organizations. In these courses students develop analytic, writing and oral presentation skills along with the computer-based skills employers require for entry-level positions in many different types of companies and industries. This concentration enables students not only to choose from the available academic courses in management but also to incorporate an internship or co-op and/or an independent study into their curriculum.

Requirements:

Five upper division course (15 credits) are required for College of Management students to successfully complete the management concentration. All concentrators take

- MGT 401 Introduction to Human Resources Management
- MGT 421 Skills in Leadership and Teamwork
- MGT 434 Managing in the Global Economy

and other courses selected from the following list:

- MGT 431 Legal Environment of Business
- MGT 450 Advanced Topics in Managing Organizations
- MGT 470 Entrepreneurship
- MGT 480 Internship
- MGT 488 Independent Study

Marketing

The purpose of marketing is to find and keep customers. Employers in today's Economic environment are keenly aware of this fact and actively seek competent, committed individuals for a variety of high growth careers in the field of marketing. The marketing concentration is designed to help students meet these criteria by providing them with an in-depth understanding of the most current thinking and practices in strategic marketing and marketing techniques along with the analytic, communication and computer skills employers expect. The flexibility of the marketing curriculum is designed to encourage students to select courses which are of the most interest to them. Students also are eligible to complete an internship as part of their concentration requirements.

Requirements:

Five upper division course (15 credits) are required for College of Management students to successfully complete the marketing concentration. All concentrators take MKT 310 (Data Analysis for Marketing Management) and MKT 495 (Marketing Management) (a final integration course) and other courses selected from the following list:

- MKT 402 Sales Management
- MKT 403 Advertising
- MKT 404 Retailing Management
- MKT 406 Direct Marketing
- MKT 407 Services Marketing
- MKT 415 Environmental Issues in Marketing/Management
- MKT 430 International Marketing
- MKT 478 Special Topics in Marketing
- MKT 480 Internship

Management Courses

MGT 130
Introduction to Business
Familiarizes students with the nature of business and its relationship to other institutions in society. The course examines business ownership, organization, management, marketing, human resources management, production, and finance. In addition, it explores issues in the relationships between law and business and government and business.
3 Lect Hrs, 3 Credits

MGT 303
Managing Organizations
Examines theory, research, and practice in the management of organizations. Students learn to make use of analytical tools for recognizing, diagnosing, and acting on managerial problems related to organizations to their objectives, and to the development of human resources. The course emphasizes topics at the macro level, such as organizational analysis and design, and at the micro level, such as managerial behavior, motivation, and interpersonal relations.
Prerequisite or Corequisite: ACM 299 (for CM students).
Prerequisites: 60 credits (for CM students) or successful completion of the CAS writing proficiency exam (for non-CM students) or permission of the Undergraduate Program Office (for non-degree students).
3 Lect Hrs, 3 Credits

MGT 330
Business Environments and Public Policy
Examines the interaction of business and government in the contemporary public policy process in the United States. The course helps students become familiar with the private sector's effect on the public sector as well as the public's effect on the private. It also examines how government promotes, regulates, and competes with private enterprise.
Prerequisite or Corequisite: ACM 299 (for CM students).
Prerequisites: 60 credits (for CM students) or successful completion of the CAS writing proficiency exam (for non-CM students) or permission of the Undergraduate Program Office (for non-degree students).
3 Lect Hrs, 3 Credits

MGT 331
Managerial Ethics and Social Issues
Examines the kinds of ethical principles (e.g. justice, equality, rights and obligations, and the public interest) generally offered in justification of ethical judgments. Students learn to apply these principles to the social and economic issues that managers face, such as pollution, safety, discrimination, and fiduciary and product responsibilities. The course includes a research paper on an ethical problem in management.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 401
Introduction to Human Resources Management
Examines the role of the human resource manager in both public and private sector organizations. Topics include personnel planning, selection, appraisal, training and development, compensation, and international aspects.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 421
Skills in Leadership and Teamwork
Focuses on job-relevant skills that entry-level and middle-level managers need to acquire if they are to meet the challenges posed by problems in their work that involve dealing with people. The course focuses, for example, not on theories of group dynamics, but on how a manager can effectively chair a committee or lead a project team; not on theories of power but on short and long term strategies for acquiring and using power. The course focuses, therefore, on skill acquisition and practice rather than on understanding conceptual material. Required readings are used to further understanding of concepts introduced in MGT 303 and to facilitate skill practice.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 431
The Legal Environment of Business
Seeks to help students broaden their understanding of our legal and regulatory system and how it affects them as business managers. Businesses have become increasingly subject to law and regulations. Legal and regulatory provisions pervade such aspects of business as the sale of securities, marketing practices, product liability, and business relationships with employees, customers, and other interested parties. This course assists students in developing their ability to meet the legal and regulatory demands and responsibilities of business today.
Prerequisite: MGT 303.
3 Lect Hrs 3 Credits

Department of Management and Marketing

MGT 434
Managing in the Global Economy
This course is designed to familiarize students with the world of international business. It introduces students to the special problems and issues firms encounter by virtue of operations abroad. It focuses on such concerns as relationships with host governments, and the complexities of planning, communicating, and controlling in the international arena.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 435
International Perspectives on Business and Government: Europe
With European integration, business and government in the countries of the European Union have been changing rapidly. This course examines those changes, focusing in particular on the conduct of business and the policies of national governments and the European Union with respect to business. The first part of the course explores the differences among EU countries with regard to business organization and managerial practice as well as government institutions and political processes. It also looks at recent changes as a result of privatization, deregulation, and regional decentralization. The second part considers the European Union: its history and structure, its impact on business, and its relationship to government.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 436
International Perspectives on Business and Government: Asia
The Asian part of the Pacific Rim has been experiencing hyper-growth and change. This course examines that growth and change, focusing in particular on the conduct of business, the cultures, and the policies of national governments with respect to business. Organizational and managerial practices are studied.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 450
Advanced Topics in Managing Organizations
Treats particular current issues and topics in the areas of human resource management, entrepreneurship, organizational behavior, and/or international management. Important, current topics, such as re-engineering, innovation, downsizing, or globalization often overlap two or more of the above areas. These advanced topics build on earlier courses and explore topics in depth. The specific topics are announced prior to pre-registration.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 470
Entrepreneurship and Innovation in Organizations
Introduces students to entrepreneurship and small business management. This course focuses on writing business plans, analyzing financial data, and exploring legal issues in the creation of new enterprises. The course also provides students with an opportunity to evaluate their career interests and personal skills in the area of entrepreneurship and small business management.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 478
Special Topics in Management
Addresses a specific topic in management. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
3 Lect Hrs, 3 Credits

MGT 480
Management Internship
Provides students with opportunities for full- or part-time work experience in a management setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: See Co-ops and Internships.
3 Credits

MGT 488
Independent Study
A student-initiated research project on a management topic, supervised by a member of the management faculty. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor and department chairperson.
3 Credits, Hrs by arrangement

MGT 490
Strategic Management
Focuses on the organization as a whole from a perspective that takes into account both the role of top management and the future of the organization. The course is designed to be the capstone course in the student's College of Management curriculum. It develops an approach for identifying the mission of the organization, exploring its external environment for opportunities and risks, and relating these to internal strengths and weaknesses. This course is required of all College of Management students.
Prerequisite or Corequisite: MGT 331.
Prerequisites: ACC 210, ACC 211, FIN 301, MGT 303, MGT 330, MKT 301, and MSIS 301.
3 Lect Hrs, 3 Credits

Marketing Courses

MKT 301
Principles of Marketing
Develops students' understanding of marketing principles underlying the selection and assessment of markets, and the development and delivery of products and services.
Prerequisite or Corequisite: ACM 299 (for CM students).
Prerequisites: 60 credits (for CM students) or successful completion of the CAS writing proficiency exam (for non-CM students) or permission of the Undergraduate Program Office (for non-degree students).
3 Lect Hrs, 3 Credits

MKT 310
Data Analysis for Marketing Management
Familiarizes students with data analysis techniques for marketing decision making. Emphasis is given to secondary data and secondary data processing. The course makes extensive use of computers and commercial software: word processing and graphics programs, spreadsheets, and statistical analysis packages containing data description, bivariate and multivariate models. It also emphasizes report writing and oral presentation skills.
Prerequisites: MKT 301 and MSIS 210.
3 Lect Hrs, 3 Credits

MKT 402
Sales Management
Develops students' understanding of and skills in managing the personal selling function. The course is divided into three parts: personal selling as part of the organization's promotional marketing and corporate strategies; self-management and the selling process; and administrative and strategic decisions of the sales manager.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 403
Advertising
Develops students' analytical and decision-making skills in media evaluation and selection, creative strategy, campaign planning, and evaluation. The course also examines the practical applications of contemporary advertising theory, and the place of advertising management in successful business operations and in society as a whole.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 404
Retailing Management
Examines the structure and nature of retailing enterprises. The course places a marked emphasis on analysis and decision making within retailing organizations.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

Department of Management and Marketing

MKT 406
Direct Marketing
Direct marketing has wide-spread applications to the marketing of consumer and business-to-business goods and services as well as to not-for-profit marketing. This course identifies the decision elements of direct marketing and covers the specialized techniques and communications media used to plan and implement direct response programs. It makes use of lectures, cases, guest speakers, and field trips.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 407
Services Marketing
Examines what differentiates services marketing from the marketing of products. Special attention is focused on the unusually intricate planning and interaction required among the traditional management functions of marketing, operations, human resources, and finance that characterize the marketing of services.
Prerequisite: MKT 301
3 Lect Hrs, 3 Credits

MKT 415
Environmental Issues in Marketing/Management
Provides an understanding of the impact and significance of current environmental issues as they relate to managerial decisions in the areas of marketing and strategic planning. Case studies and readings will focus on issues of air and water pollution, toxic discharges, resource management, and such global issues as the greenhouse effect, ozone depletion, and acid rain. The course examines these issues from the perspectives of both society and business.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 430
International Marketing
Adapts marketing strategy to fit the special requirements of international market structures, as well as differing cultural, political, and legal environments. The course is recommended for students contemplating careers in international business.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 478
Special Topics in Marketing
Addresses a specific topic in marketing. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
3 Lect Hrs, 3 Credits

MKT 480
Marketing Internship
Provides students with opportunities for full- or part-time work experience in a marketing setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: See Co-ops and Internships.
3 Credits

MKT 488
Independent Study
A student-initiated research project on a marketing topic, supervised by a faculty member. The course is open to a limited number of students each semester.
Prerequisite: Permission of instructor and department chairperson.
3 Credits, Hrs by arrangement

MKT 495
Marketing Management
Provides in-depth coverage of operational marketing planning and an introduction to marketing strategy development. The course requires analysis of cases dealing with a wide variety of marketing situations, both domestic and international, and involvement in a realistic marketing management simulation. This course is to be taken in the last semester of the student's undergraduate program.
Prerequisites: MKT 301, FIN 301 and at least two marketing courses other than MKT 480 and MKT 488.
3 Lect Hrs, 3 Credits

Managerial Communication Courses

ACM 299
Analysis and Communication for Managers
Offers instruction and practice in the writing of persuasive analytical prose. With its focus on managerial reasoning, the course emphasizes clarity and coherence in case analyses and project reports. It is required of all students in the College of Management.
Prerequisite: Engl 101 (or diagnostic equivalent) at UMass Boston.
3 Lect Hrs, 3 Credits

ACM 320
Oral Communication Skills for Managers
Acquaints students, through practical exercises and performance, with the analysis, planning, and control of the oral communication modes essential for effectiveness as a manager.
Prerequisite: ACM 299
3 Lect Hrs, 3 Credits

Department of Management Science and Information Systems

Faculty

Oscar Gutierrez, Associate Professor and Chair; Professor John Papageorgiou; Associate Professors Noushin Ashrafi, Abhijit Chaudhury, Peter Ittig, Octavio Richetta, Daniel G Shimshak, Janet Wagner; Assistant Professors Jean-Pierre Kuilboer, Sophie Lee

The Department

The Department of Management Science and Information Systems offers concentrations in management information systems and operations management and management information systems, as well as a certificate program in management information systems. The department offers students both a strong background in theory and opportunities to learn state-of-the-art practical applications and techniques. Students not seeking concentrations in management science and information systems but wishing to increase their knowledge in the area are encouraged to elect any of the department's upper level courses.

Concentrations

Management Information Systems

Information technology is transforming all aspects of business. In the 1990s even greater changes are occurring as computer, communications, and network technologies are joining forces to create an exciting new world of intelligent systems, multimedia, and world-wide instant communication to share information and ideas. Students who concentrate in MIS acquire the background needed to take a leading role in this innovative field which includes the planning, design, implementation, modification, and use of today's—and tomorrow's—computer-based information, communication, and network systems. MIS offers career opportunities in all types of organizations including international corporations, manufacturing, medical, service institutions, and financial firms.

Requirements (18 credits)

- MSIS 310 Client/Server Programming
- MSIS 411 Database Management
- MSIS 415 Structured Programming in C for Management
- MSIS 461 Systems Analysis and Design

one of the following:

- MSIS 422 Decision Support Systems and Groupware
- MSIS 425 Project Management
- MSIS 452 Quality Management
- MSIS 478 Special Topics in Management Science and Information Systems

and one of the following:

- MSIS 414 Computer Networks for Management
- MSIS 416 Object Oriented Information Systems

Department of Management Science and Information Systems

Operations Management and Information Systems

The fundamental task of any organization—whether large or small, profit or non-private, private or public, domestic or international—is to produce goods and/or services. It is also becoming increasingly recognized that one of the most powerful tools for increasing the efficiency, productivity, and competitiveness of an organization is well planned, built, and managed computer and information systems. Students who concentrate in Operations Management and Information Systems acquire a well-balanced background in both technical management information systems skills and the managerial context necessary to assure that an organization can provide quality services and goods in order to maintain their competitiveness in both domestic and international markets.

Requirements (15 credits)

- MSIS 450 Operations Management: Domestic and Global
- MSIS 461 Systems Analysis and Design

one to three of the following:

- MSIS 422 Decision Support Systems and Groupware
- MSIS 425 Project Management
- MSIS 452 Quality Management
- MSIS 478 Special Topics in Management Science and Information Systems
- MSIS 480 Management Science and Information Systems Internship (OM Practicum)

and up to two of the following:

- MSIS 310 Client/Server Programming

or

- MSIS 415 Structured Programming in C for Management
- MSIS 411 Database Management
- MSIS 414 Computer Networks for Management
- MSIS 416 Object Oriented Information Systems

Certificate in Management Information Systems

The CMIS is designed to prepare students for a technical career in the field of management information systems. This program will provide students with a foundation in current systems methods and emerging technologies with a heavy emphasis on the hands-on use of computers. Both matriculated and non-matriculated students with a minimum of 60 semester hours (or 90 quarter hours) of college level credits who have completed MSIS 110 (Introduction to Computers and Information Systems) and MSIS 310 (Client/Server Programming) or equivalent courses are eligible to participate in the CMIS program.

Requirements (18 credits with a cumulative GPA of 2.00 or above)

- MSIS 411 Database Management
- MSIS 414 Computer Networks for Management
- MSIS 415 Structured Programming in C for Management
- MSIS 461 Systems Analysis and Design

and two of the following:

- MSIS 416 Object Oriented Information Systems
- MSIS 422 Decision Support Systems and Groupware
- MSIS 425 Project Management
- MSIS 452 Quality Management

Courses

MSIS 110
Introduction to Computers and Information Systems
Introduces systems thinking principles, computers, information systems, and their use in business decision making. Topics include management information systems concepts and components, issues involving information management, productivity software tools. The course offers an extensive hands-on component in the use of state-of-the-art technology.
Prerequisite: Math 129.
Corequisite: MSIS 110.
3 Lect Hrs, 3 Credits

MSIS 111
Managerial Statistics
Provides the student with the basic statistical techniques needed for business decision making in areas such as operations management, quality improvement, marketing research, finance, and general management. The course examines collection and presentation of data, frequency distributions, basic probability, statistical inference, and regression. Students use statistical software for data presentation and analysis.
Prerequisite: Math 129.
Corequisite: MSIS 110.
3 Lect Hrs, 3 Credits

MSIS 212
Managerial Decision Making
Provides the student with knowledge of more advanced decision making tools building upon the skills developed in MSIS 110 and MSIS 111. The emphasis of this course is on using management information systems and quantitative analysis tools to improve the quality of managerial decision making. Topics include decision theory and analysis, optimization, simulation, and forecasting. Students use advanced functions in spreadsheet packages and decision support software for analysis of practically oriented problems in various management setting.
Prerequisites: MSIS 110 and MSIS 111.
3 Lect Hrs, 3 Credits

MSIS 301
Operations Management
Introduces the student to the concepts and techniques used by organizations to support their fundamental task of producing goods and services. This course includes a balanced view of the manufacture of tangible goods and the production of less-tangible services. Topics covered include product and process strategy, quality management, production planning for manufacturing and for service organizations, and inventory management. The course also includes an examination of the interactions of operations management, quantitative decision making techniques, and information technology. Students use management science techniques and software to examine a wide variety of operations management problems.
Prerequisites: MSIS 110, MSIS 111, and 60 credits.
3 Lect Hrs, 3 Credits

MSIS 310
Client/Server Programming
Introduces students to graphical/visual programming concepts using Visual Basic and Microsoft Windows Environment. The course will expose the students to both procedural and event-driven programming; it will also introduce component-based client/server implementation.
Prerequisite: MSIS 110 and 60 credits.
3 Lect Hrs, 3 Credits

Department of Management Science and Information Systems

MSIS 411
Database Management
Presents the logical concepts of database systems, the possible physical configurations, and the nature of database management software. Data analysis techniques and supporting modeling tools are reviewed and applied in individual and group projects. Discusses data as an organizational resource in the context of total quality management. Oracle 7 is used extensively in a client/server environment. Topics include data analysis, database models, database management systems, CASE tools for data modeling, data manipulation particularly through SQL, storage allocation, and transaction design. The relevance of data as a resource and its relationship to other components of the organization are reviewed.
Prerequisite: MSIS 310
3 Lect Hrs, 3 Credits

MSIS 414
Computer Networks for Management
Familiarizes students with the rapidly evolving technology in the areas of data, video, and voice communication. The course studies managerial issues relating to the use and management of advanced communication technology. Students learn how to exploit the technology for business purposes such as producing innovative services, improving quality, reducing cost, and providing real-time customer service. The relevance of Internet use in business applications is demonstrated. HTML is used to illustrate the development of Internet applications. The course helps develop an ability to manage new technologies of 1990's such as ISDN, advanced intelligent networks, multimedia, fiber optics, and virtual networks towards goals such as growth and portability.
Prerequisite: MSIS 110.
3 Lect Hrs, 3 Credits

MSIS 415
Structured Programming in C for Management
Provides an introduction to the C programming language and its use in the development of business applications. The course is designed to teach students various facets of business programming, including user interface design, data entry handling, entered data verification, file handling, and data formatting and display. The course emphasizes the use of modular and structured programming techniques.
Prerequisites: MSIS 310.
3 Lect Hrs, 3 Credits

MSIS 416
Object Oriented Information Systems
Provides a review of systems development principles with an object orientation as they relate to the analysis and design of database applications, knowledge base systems, and object-oriented programming. The course critically evaluates alternative approaches to information systems development and highlights the integrative nature of object oriented principles. The C++ programming language is used extensively to illustrate the characteristic properties of current object oriented programming techniques such as encapsulation, inheritance, and polymorphism.
Prerequisite: MSIS 415.
3 Lect Hrs, 3 Credits

MSIS 422
Decision Support Systems and Groupware
Introduces students to the use of decision support systems (DSS) when confronted with structured, semi-structured, and ill-structured problems. The course presents DSS components, supporting technologies, and design methodologies. It also emphasizes the fundamental concepts and terminologies in the fields of decision support systems, group decision support systems, and executive information systems. Windows-based tools are used to demonstrate the interaction between quantitative methods, such as simulation, and computer technology to solve business problems and answer "what-if" type questions. Students will also explore the use of powerful groupware tools that support computer-mediated team work.
Prerequisites: MSIS 110 and MSIS 111.
3 Lect Hrs, 3 Credits

MSIS 425
Project Management
Covers techniques and managerial concepts of project management. This course prepares students to manage either complex physical projects or complex software development projects. Topics presented in this course include project life cycles, economic analysis of projects, work breakdown structure, cost estimation, and the scheduling, staffing, directing, and controlling of projects. The course also covers the use of management science techniques and computer software for project management.
Prerequisites: MSIS 110
3 Lect Hrs, 3 Credits

MSIS 450
Applied Operations Management: Domestic and Global
Focuses on production and manufacturing issues for both services and manufacturing, and includes in-depth discussions of aggregate planning, inventory control and manufacturing systems. The course also covers the problems and possibilities that come from global operations.
Prerequisites: MSIS 211 and MSIS 301.
3 Lect Hrs, 3 Credits

MSIS 452
Quality Management
Examines approaches for planning and managing for quality within any organization, and the necessary tools for the analysis of quality problems. The course uses a total quality management framework; topics include statistical quality control concepts and tools, design and implementation of enterprise-wide quality programs, quality assurance for both manufacturing and service organizations, the economics of quality control, continuous process improvement, and employee-customer involvement.
Prerequisites: MSIS 110 and MSIS 111.
3 Lect Hrs, 3 Credits

MSIS 461
Systems Analysis and Design
Introduces recent approaches to the analysis and design of computer information systems, including the hands-on use of computer aided software engineering (CASE) tools. The changing role of the systems analyst in both operations and systems applications in today's organizations is examined. The course critically analyzes systems development methodologies, including life cycle models and prototyping; reviews user-led developments and current approaches which facilitate user-developer collaboration; discusses effective diagramming and notational techniques now available to define and document functional requirements and operational business processes; and examines current methods used to test and evaluate the accuracy, completeness, and useability of documented requirements and convert them into efficient systems design or reengineering processes. Topics include CASE tools, module and transaction design, human-computer interfaces, and system configuration. This course includes practical experience in analyzing and designing an organizational application. It discusses the concept of quality las applied to information systems and business process redesign as well as the role of information systems in managing quality within an organization.
Prerequisite: MSIS 110.
3 Lect Hrs, 3 Credits

Administrative Officers and Faculty

Department of Management Science and Information Systems

MSIS 478
Special Topics in Management Science and Information Systems
Addresses a specific topic in management science and information systems. Special topics courses are offered as one-time supplements to the department's curriculum. Descriptions of special topics courses are available during advance registration.
Prerequisites: Permission of instructor.
3 Lect Hrs, 3 Credits

MSIS 480
Management Science and Information Systems Internship
Provides students with opportunities for full- or part-time work experience in a management science and information systems setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisites: See Co-ops and Internships
3 Credits

MSIS 488
Independent Study
A student-initiated research project on a management sciences topic, supervised by a member of the management sciences faculty. The course is open to a limited number of students each semester.
Prerequisite: Agreement of instructor.
3 Credits, Hrs by arrangement

Office of the Dean

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Inés Maturana, MA	Undergraduate Program Director for Academic Services

Department Chairs

Lal C Chugh, PhD	Accounting and Finance
Peter McClure, PhD	Management and Marketing
Oscar Gutierrez, PhD	Management Science and Information Systems

Faculty

Noushin Ashrafi, BS, *State University of New York at Brockport*, MBA, *McNeese State University*, PhD, *University of Texas at Arlington*, Associate Professor of Management Science and Information Systems

Arindam Bandopadhyaya, BA, MA, *University of Delhi*, PhD, *Indiana University*, Assistant Professor of Finance

James Bennett, AB, *Dartmouth College*, PhD, *University of Texas, Austin,* Assistant Professor of Finance

James Bierstaker, BS, *Fordham University*, PhD, *University of Connecticut*, Assistant Professor of Accounting

Gunther S Boroschek, Civil Engineering, *National University of Chile*, MS, *Cornell University*, MA, PhD, ITP, *Harvard University*, Professor of Management

Abhijit Chaudhury, BT, MS, *Indian Institute of Technology at Kharagpur*, PhD, *Purdue University*, Associate Professor of Management Information Systems

Lal C Chugh, BC, MA, *University of Delhi*, PhD, *Harvard University*, Professor of Finance

John E Coleman, BS, *Boston College*, MBA, *Babson College*, JD, *Suffolk University Law School*, CPA, Lecturer in Accounting

Jay Coughenour, BA, *University of Pittsburgh*, MBA, *Northeastern University*, PhD, *Arizona State University*, Assistant Professor of Finance

Miranda Detzler, BBA, *University of Hawaii*, MBA, PhD, *Michigan State University*, Assistant Professor of Finance

Betty J Diener, AB, *Wellesley College*, MBA, DBA, *Harvard Graduate School of Business*, Professor of Marketing

Lawrence G Franko, AB, *Harvard College*, MALD, MA, *Tufts University*, DBA, *Harvard University*, Professor of Finance

Arthur A Goldsmith, BA, *University of New Hampshire*, MBA, *Boston University*, MA, PhD, *Cornell University*, Associate Professor of Management

J Oscar Gutierrez, BSc, *Instituto Tecnologico y de Estudios Superiores de Monterey*, MSc, PhD, *London School of Economics and Political Science*, Associate Professor of Management Information Systems

Eric W Hayden, AB, *Princeton University*, PhD, *Johns Hopkins University*, Professor of Accounting and Finance

Thomas J Hogan, BS, *University of Massachusetts Amherst*, MBA, *University of Washington*, PhD, *University of Massachusetts Amherst*, CPA, Associate Professor of Accounting

Peter T Ittig, BS, *State University of New York at Buffalo*, MS, *Purdue University*, PhD, *Cornell University*, Associate Professor of Management Science

Jean-Pierre Kuilboer, BS, MBA, *University of Southwestern Louisiana*, PhD, *University of Texas at Arlington*, Assistant Professor of Management Information Systems

Chie-Hsiu Sophie Lee, BS, *National Chaio-Tung University*, MBA, PhD, *University of Texas at Austin,* Assistant Professor of Management Information Systems

David L Levy, BSc, *University of Manchester*, MBA, *Tel Aviv University*, DBA, *Harvard University*, Assistant Professor of Management

Raymond R Liu, BS, MBA, *Dalian University*, PhD, *University of Oregon*, Assistant Professor of Marketing

Susan Machuga, BS, *Rider College*, MBA, *University of Hartford*, PhD, *University of Massachusetts Amherst,* Assistant Professor of Accounting

Peter J McClure, BS, *Purdue University*, MBA, DBA, *Indiana University*, Professor of Marketing

Faculty

Vicki L Milledge, BA, *Miami University*, MA, *California State University*, PhD, *University of California*, Assistant Professor of Management

Michael A Novak, BA, *University of Dayton*, AM, *St Louis University*, PhD, *University of Cincinnati*, Associate Professor of Management

John C Papageorgiou, BSc, *Athens School of Economics and Business Science*, Dipl Tech Sci, PhD, *University of Manchester*, Professor of Management Science

Philip L Quaglieri, BS, *Saint Peter's College*, MS, PhD, *Stevens Institute of Technology*, Associate Professor of Management

Octavio Richetta, BS, MBA, *Columbia University*, PhD, *Massachusetts Institute of Technology*, Associate Professor of Management Science

Mary Lou Roberts, BS, *Texas Woman's University*, MBA, *North Texas State University*, PhD, *University of Michigan*, Professor of Marketing

William Seltz, BS, *United States Military Academy*, MS Engineering, *University of Illinois*, MS Accounting, *Long Island University*, Lecturer in Accounting

Inshik Seol, BA, *Indiana University*, MBA, *University of Minnesota*, PhD, *University of Connecticut*, Assistant Professor of Accounting

Daniel G Shimshak, BEng, MEng, *Stevens Institute of Technology*, MBA, *Baruch College*, PhD, *City University of New York*, Associate Professor of Management Science

Satish Thosar, BS, *Bombay University*, MBA, *Xavier Institute*, PhD, *Indiana University*, Associate Professor of Finance

Joan C Tonn, BA, *University of Minnesota*, PhD, *University of Michigan*, Associate Professor of Management

Kiran Verma, BSc, MSc, *Punjab University*, PhD, *Michigan State University*, Associate Professor of Accounting

James F Volkert, BS, *Boston University*, MAS, PhD, *University of Illinois*, Lecturer in Accounting

Janet Wagner, BA, *Williams College*, MS, PhD, *Massachusetts Institute of Technology*, Associate Professor of Management Science

Peter Westort, BA, *Saint Francis Xavier University*, MBA, *University of Southern Maine,* PhD, *University of Oregon*, Assistant Professor of Accounting

Patricia L Wilkie-Gootman, BA, *Marygrove College*, MA, PhD, *Wayne State University*, Associate Professor of Management

Sally Wright, BS, *University of Colorado*, MBA, *Northeastern University*, DBA, *Boston University*, CPA, Assistant Professor of Accounting

Leon Zurawicki, MEcSc, *Central School of Planning and Statistics*, Dipl Advanced European Studies, *College of Europe*, PhD, *Warsaw University*, Professor of Marketing

The College of Nursing

The College of Nursing

The College

The College of Nursing offers undergraduate programs leading to a bachelor of science degree in nursing, and a bachelor of science degree in human performance and fitness through its Human Performance and Fitness Program (formerly the Program in Physical Eduction and Fitness). Both the undergraduate and graduate nursing programs are fully accredited by the National League for Nursing, while the undergraduate program is also accredited by the Massachusetts State Board of Registration in Nursing. The HP&F concentration in teaching is accredited by the State and the National Association of State Directors of Teacher Education and Certification (NASDTEC).

The College's bachelor of science program in nursing offers qualified men and women an education in which nursing is viewed as a caring profession grounded in science and research, complemented by a sound humanities foundation. The program is designed to accommodate the needs of both registered nurses and students with no previous nursing experience (students who enter the nursing program without their RN are referred to as "Generic" students).

Students completing the curriculum of the College's Human Performance and Fitness Program receive an education combining the liberal arts with the technical aspects of a professional discipline. Graduates are equipped with a strong scientific background and the professional skills necessary to pursue careers in teaching, athletic training, and exercise physiology.

At the graduate level, the College's master of science program in nursing prepares students for careers as nurse practitioners, clinical specialists, educators, or nursing administrators, with concentrations in adult critical care, family nursing, and gerontological nursing. Registered nurses already holding a diploma or associate's degree in nursing can pursue both the BS and MS degrees through the RN to MS Accelerated Pathway Program described in the section "RNs at the College" (a part time version of this program is also offered). Complete information about graduate study at the College is available in UMass Boston's graduate studies bulletin.

Student representatives are welcome voting members on all College of Nursing committees. A very active Student Nurses Association (SNA) runs a successful mentoring program. Human Performance and Fitness majors similarly welcome their peers to the Human Performance and Fitness Association. The collegiality and professionalism that develops in our students makes them respected and knowledgeable professionals prepared for the challenges of a career and graduate education.

The Bachelor of Science in Nursing Program

The bachelor of science degree awarded to graduates of the program is recognized by professional nursing organizations as the degree for entry into professional practice. UMass Boston nursing graduates are prepared to work with individuals, families, and groups in homes and neighborhoods, as well as in a wide variety of community and hospital settings, to foster, maintain, and restore good health. They are also prepared for further study at the graduate level. Similarly, graduates of he College of Nursing are prepared to take the NCLEX Exam for licensure as a Registered Professional Nurse (RN).

At the College of Nursing, students work with faculty members distinguished for their achievements as educators, scholars, and practitioners—dedicated men and women involved in the continual development of their own and their students' professional and intellectual interests. Many are conducting research in areas as diverse as critical care, health policy, and critical thinking. Faculty are also actively involved in service projects at the local, state, regional, and national levels.

General Academic Requirements

Each student is assigned a faculty advisor on entering the College of Nursing. Students must discuss their program of study with their faculty advisor each semester before registering for courses. In addition, students are encouraged to meet with their faculty advisor at any time to discuss their academic progression and career goals and decisions. (Specific academic requirements, and policies may be found in the latest issue of the College of Nursing Student Handbook, available at the College office.)

Students fulfill the curriculum requirements of the College of Nursing by completing a total of 123 hours of course work, including the sixty-three hours of nursing courses. The curriculum is designed for courses to be taken in sequential order. Students complete all 100-level courses before taking any 200 level courses, all 200-level courses before 300-level courses, and all 300-level courses before 400-level courses. In addition, students must also pass the Writing Proficiency Exam before taking the first clinical nursing course (Nursing 210 (or, for RNs, Nursing 410). For more information about the Writing Proficiency Exam, please see "Graduation Requirements" in the College of Arts and Sciences section of this publication.

To maintain matriculation in the College of Nursing a student must have a minimum GPA of 2.0 or better, and receive a grade of at least a "C" for all prerequisite and nursing courses. No prerequisite course or nursing course may be taken pass/fail. A grade of "C-" or below in any prerequisite or nursing course is considered a failing grade; the student must retake the course; these courses may be retaken only once. A nursing student can be placed on probation after 1) receiving a grade of "C-" or less in one required prerequisite or nursing course; or 2) demonstrating a pattern of withdrawal from courses. The conditions of probation are determined by the College of Nursing Student Affairs Committee based upon a review of the student's record; probation is subject to appeal by the student. In those nursing courses which have two components, class and clinical, each component must be successfully completed. A student failing the course must repeat both components. Failure to successfully repeat a course, or failure in a second course may result in dismissal from the College of Nursing. Students may appeal dismissal through a procedure outlined in the College of Nursing Student Handbook.

Student Affairs

The College's Office of Student Affairs is responsible for recruitment and orientation of new students. The office also provides advising which assures that students make satisfactory progress through the undergraduate nursing curriculum.

Clinical Clearance Requirements

Before beginning clinical nursing courses, students are required to present documentation which will allow them to safely practice in any health care agency. Such documentation includes

1. Two MMR vaccinations or a positive measles or rubella titer. The student submits this information to the University's Health Services as is legally required of all UMass students.
2. An acceptable positive varicella titer, or documentation of having taken the varicella test.
3. The Hepatitis B vaccine series.
4. A tetanus immunization obtained within the last seven years.
5. A negative TB test or, if the test is positive, a letter from a physician stating contagion status. This test must be administered and documentation submitted and dated in July and January.

Nursing Program

6. CPR Certification: American Heart Association CPR for Health Provider or Red Cross CPR for Health Professionals are the only acceptable certifications.
7. Proof of Health Insurance.
8. For RNs only, evidence of current Massachusetts licensure, and $1 million/$3 million professional liability insurance.

Items 6 through 8 are submitted annually, and must remain valid or in effect throughout the entire academic year.

Further information regarding submission and details of documentation may be found in the College of Nursing Student Handbook.

Diversity Requirement

In order to meet the University's diversity requirement, the College of Nursing has integrated a focus on diversity into three of its required nursing courses (Nursing 230, 330, and 410). Nursing students therefore fulfill this requirement in the course of completing the major.

The Bachelor of Science Curriculum

The College offers undergraduates a challenging and carefully organized program of study addressing both the theoretical and the clinical aspects of nursing. Full-time students without nursing experience can complete the program in four academic years, a total of eight semesters. Courses in the nursing curriculum are often scheduled during the late afternoon and evening for the convenience of working students and RNs.

Clinical nursing courses require students to spend six to eight hours per day, two to three days a week at a health care agency in addition to classroom activities. In some courses, students are also expected to go to the health care agency the day before their clinical work, obtain their assignment, and research the patient's chart. Based on these and other researches, students develop a preliminary plan of care for each patient, which they are expected to implement in their clinical work.

Clinical expenses, aside from books, include uniforms, transportation, and the cost of obtaining clinical clearance items (see the section on "Clinical Clearance Requirements" above).

In the following columns is a summary of the curriculum typically pursued by nursing students who begin as freshmen. It includes courses in both the College of Nursing and the College of Arts and Sciences (CAS).

Freshman Year		***Credits***
Engl 101	Freshman Writing I	3
Chem 107	Introduction to Chemistry I	4
Biol 111	General Biology I	4
Psych 101	Introductory Psychology	3
Engl 102	Freshman Writing II	3
Chem 108	Introduction to Chemistry II	4
Sociol 101	Introduction to Sociology	3
Elective	Unrestricted	3
Elective	Unrestricted	3
Writing Proficiency Exam		

Sophomore Year		***Credits***
Biol 207	Anatomy and Physiology I	4
Biol 209	Medical Microbiology	4
Biol 108		
or		
Chem 200	Nutrition	3
Nursng 230	Growth and Development Throughout the Lifespan	3
Biol 208	Anatomy and Physiology II	4
Nursng 201	Pathophysiology	3
Nursng 210	Foundations of Nursing	6
Nursng 205	Health Assessment	4
Nursng 280	Transition to Baccalaureate Nursing (RNs only*)	4

Junior Year		***Credits***
Nursng 310	Medical/Surgical Nursing	9
Nursng 314	Pharmacology	3
One of the following:**		
Econ 205	Statistical Methods	3
or		
MSIS 210	Managerial Statistics I	3
or		
Math 125	Statistics	3
or		
Psych Z270	Statistics	3
or		
Sociol 350	Elements of Social Statistics	3
Elective	Unrestricted	3
Nursng 330	Maternity Nursing	5
Nursng 331	Pediatric Nursing	5
Nursng 320	Introduction to Research	3
Elective	Humanities	3

Senior Year		***Credits***
Nursng 408	Acute Care Nursing	5
Nursng 409	Mental Health Nursing	5
Elective	Humanities	3
Nursng 410	Community Health Nursing	9
Nursng 420	Leadership and Management in Nursing	3
Elective	Humanities	3

*Registered nurses will receive 35 transfer credits from their basic nursing program upon successful completion of Nursng 280 (Transition to Baccalaureate Nursing)

** All statistics courses require Math 110 or college algebra or equivalent math placement exam results. All students must take the math placement exam on entering the College.

Please note: All courses except for electives must be completed with a grade of C (2.0) or better. All 100- and 200-level required courses must be completed before enrollment in any 300-level courses. Students must also maintain a cumulative grade point average of 2.0 or better. Failure to do so may result in dismissal from the College.

Electives

Two of the student's total of five electives are unrestricted; three must be electives in the humanities. The following are the *only* course categories which may fulfill the three humanities electives required by the College of Nursing Curriculum Plan.

Art history/appreciation
Classics
Conversational Spanish for health professions
History
Language (200 level or above)
Literature (in any language)
Music appreciation
Philosophy
The study of religion

The above list includes courses from the following College of Arts & Sciences distribution areas as published each semester in the University's Schedule of Courses:

The Arts (A)
Historical & Cultural Studies (H)
Philosophical & Humanistic Studies (P)

Examinations for Course Credit

CLEP Examinations: Options for All Nursing Students

Nursing students may satisfy certain program requirements by attaining a score at the 50th percentile or better on the following CLEP examinations:

CLEP Examination	*Credits*	*In Lieu of*
General Biology	4	Biol 111
General Chemistry I and II	8	Chem 107-108
Introductory Sociology	3	Sociol 101
Introductory Psychology	3	Psych 101
English	3	Engl 101
Humanities	6	Two CAS Humanities Electives

More information on CLEP is available from the University Advising Center at 617 287-5500.

Nursing Program

NLN Examinations for Course Credit: For RN Students Only

NLN Exams can only be taken by registered nurses who may satisfy certain program requirements by attaining a score at the 50th percentile or better on the following NLN Examinations:

NLN Examination	*Credits*	*In Lieu of*
Diet Therapy and Nutrition	3	Biol 108 or Chem 200
Anatomy and Physiology	8	Biol 207-208
Microbiology	4	Biol 209
Pharmacology in Clinical Nursing	3	Nursng 314

For information on NLNs please contact the College of Nursing (617) 287-7500.

Please note: Graduation requirements stipulate that students must complete a minimum of 30 residency credits at UMass Boston. The above exams for course credit are not considered residency credits.

RNs at the College of Nursing

Registered nurses who do not hold the baccalaureate degree come to the College of Nursing with varied educational backgrounds and active professional lives. Many RNs continue to work while pursuing their studies. Courses in the nursing curriculum are often scheduled during the late afternoon and evening for the convenience of working students and some CAS courses are conducted at off-campus sites in such locations as Braintree and West Roxbury.

RNs bring valuable experience and knowledge to their studies. Recognizing this, the College grants advanced standing to RN students. RN students take Nursing 280 (Transition to Baccalaureate Nursing) on entry to the College. After successfully completing this course, RNs are awarded 35 transfer credits from their basic nursing program. One clinical nursing course, Nursing 410 (Community Health Nursing), is required. Clinical experiences for Nursing 410 are scheduled primarily during daytime hours.

The RN-to-MS Accelerated Pathway

Through the RN-to-MS Accelerated Pathway Program a registered nurse who has either a diploma or an associate's degree in nursing can eam both a bachelor's degree and a master's degree in nursing in less time than earning these degrees would normally require. The program usually requires two calendar years of full-time study to complete. There is also a part-time option for students who wish to pursue the RN-to-MS program at a slower pace.

Students may enter the Accelerated Pathway either directly or (if further undergraduate preparation is needed) through the College's Bachelor of Science Program. Admission criteria include

- a GPA of 3.0,
- completion of certain prerequisite courses,
- graduation from an NLN-accredited diploma program or associate's degree program,
- one year or more of professional experience as an RN,
- current Massachusetts RN licensure, and
- a satisfactory score on the Graduate Record Examination (GRE).

For more specific information regarding admission criteria, contact UMass Boston's Admissions Information Service (617 287-6000).

Admission*

Applicants for admission to the University and the College of Nursing are encouraged to apply as early as possible through UMass Boston's Office of Admissions. The College maintains a selective admission policy. Successful applicants are those who submit transcripts indicating strong academic performance, particularly in the natural and social sciences. SAT or ACT scores must be submitted by students seeking admission as freshmen, unless these students have been out of high school for three or more years.

Transfer Students*

Students wishing to transfer into the College of Nursing from other institutions must apply through the University's Admissions Office. To be eligible for admission consideration to the College, transfer students with earned credits from other accredited institutions must be in good standing at the institutions where they are currently enrolled. Applicants who are registered nurses must present evidence of current Massachusetts RN licensure.

Transfer students may be awarded credit for courses taken at other institutions if the College finds them comparable to UMass Boston courses and if they have been completed with a grade of "C" or better. Transfer credit in the natural sciences is awarded only for courses taken within seven years of matriculation into the College of Nursing. Of the 123 credits required for graduation, a minimum of thirty must be eamed in residence at UMass Boston. In general, all courses carrying a nursing (Nursng) code are to be taken at UMass Boston College of Nursing. A transfer student wishing to transfer non-clinical nursing course credit from another accredited collegiate institution must petition the College of Nursing. *All clinical and all 400-level nursing courses must be taken at UMass Boston.* In addition, all clinical and non-clinical nursing courses taken after the student has matriculated as a UMass Boston nursing student must be taken through the College of Nursing of UMass Boston.

The application deadline for transfer students applying from institutions outside of UMass Boston is determined by the University's Office of Undergraduate Admissions.

Inter-College Transfer Students

Students who have already earned a degree from UMass Boston (Second Degree Students), or who are enrolled in another UMass Boston college, may apply for admission to the College of Nursing once a year through the Inter-College Transfer Second Degree process. Inter-college/second degree transfer student courses may be accepted if they have been completed with a grade of "C" or better. Credit for the natural sciences is awarded only for courses taken within seven years of matriculation in the College of Nursing. Of the 123 credits required
for graduation, a minimum of thirty must be earned in residence at UMass Boston. Second degree students must complete an additional thirty residential credits. In general, all courses carrying a nursing (Nursng) code are to be taken at the UMass Boston College of Nursing. Inter-college transfer students wishing to transfer non-clinical nursing course credit from another accredited collegiate institution must petition the College of Nursing. *All clinical and all 400-level nursing courses must be taken at UMass Boston.* In addition, all clinical and non-clinical nursing courses taken after the student has matriculated as a UMass Boston nursing student must be taken through UMass Boston 's College of Nursing.

Criteria for inter-college transfer admission to the College of Nursing include

- a minimum of 12 credits completed at UMass Boston (exclusive of ESL, OCAS, or AcdSkl courses)
- one laboratory science course with a grade of at least "C" or better
- a GPA of 2.75 or better (exclusive of ESL, OCAS, or AcdSkl courses)

The application deadline is June 1 for fall semester admission; decisions are made on a space-available basis in consultation with the Student Affairs Committee. Inter-college/second degree forms are available at the Office of the Registrar.

*Please Note: Due to a limited number of places, satisfactory completion of admission consideration criteria does not guarantee admission to the College of Nursing. This applies for a freshman, transfer, or inter-college/second degree transfer students.

Nursing Program

The Student Handbook

For more information about the College and its programs, policies and procedures, please consult the College of Nursing Undergraduate Nursing Student Handbook, which delineates all College of Nursing policies and procedures, including

- all clinical requirements (uniform purchase, dress, and conduct; specifics for clinical clearance items).
- learning resources, tutoring, and scholarship information.
- student associations and activities (Student Nurses Association, National Honor Society).
- class representative and class officer responsibilities.
- participation in College of Nursing committees.
- academic progression policies.
- appeal and readmission procedures.

Nursing Courses

Nursing (Nursng) courses are open only to nursing majors; nursing majors must take all their nursing courses at the College of Nursing.

Note on prerequisites and corequisites: The courses in the College of Nursing curriculum plan must be taken in sequential order. All 100 level courses must be completed before 200 level courses, 200 level courses before 300 level courses, and 300 level courses before 400 level courses. In addition, the Writing Proficiency Exam must be successfully completed prior to the nursing student's first clinical nursing course. The term "corequisite(s)" designates courses that must be taken concurrently.

Nursng 201
Pathophysiology
The course deals with alterations in the normal physiology of body structures. Discussion of normal state is followed by the description of physiological changes resulting in the symptoms of disease. Topics include the various body systems, such as cardiovascular, renal, respiratory, and endocrine.
Prerequisites: Successful completion of the Writing Proficiency Exam, all freshman year courses as delineated in the College of Nursing curriculum plan, Biol 207 and 209, Chem 200 or Biol 108, Nursng 230.
Corequisite: Biol 208.
Prerequisites or Corequisites: Nursng 201 and 205.
3 Lect Hrs, 3 Credits

Nursng 205
Health Assessment
The focus of this course is on assessment, the first phase of the nursing process. Nursing assessment and diagnosis are emphasized as the basis for the planning of nursing care. The course introduces basic processes of health assessment, interviewing, and history taking. Physical examination techniques (inspection, palpation, percussion, auscultation, measurement and instrumentation) are described as extensions of the observation process. The course includes a laboratory component.
Prerequisites: Biol 111, 207, 209; Chem 200 or Biol 108; Chem 107 and 108; Nursng 230
Corequisites: Nursng 201, Nursng 210 , Biol 208
3 Lect Hrs and 2 Lab Hrs per week, 4 Credits

Nursng 210
Foundations of Nursing
The purpose of this course is to assist beginning nursing students to acquire the basic concepts, skills, and elements of nursing practices on which advanced nursing courses can build. In this course students identify nursing as a profession that uses specialized skills and knowledge to promote optimal level of client functioning in health and illness. Experience is provided in a variety of health-care settings. Throughout the course, the patient is regarded as an individual with a unique response to the experience of illness. The nurse helps patients to cope with this experience, assisting them with self-care activities as needed, and supporting their efforts as they move toward independence and improved health.
Prerequisites: Successful completion of Writing Proficiency Exam, Biol 207 and 209, Chem 200, or Biol 108, Nursng 230.
Corequisites: Biol 208, Nursng 201 and 205.
3 Lect Hrs, 6 Lab Hrs, 6 Credits

Nursng 230
Growth and Development Throughout the Life Span
This course is designed to examine theories and concepts of normal growth and development. Ranges in human growth, development and behavior for each stage throughout the life cycle, birth through death, are emphasized. The influence of family, society and culture on health maintenance behaviors and perceived health needs for each developmental stage is explored.
Prerequisites: Psych 101, Sociol 101.
3 Lect Hrs, 3 Credits

Nursng 250
Communication in the Health Professions
This course helps students develop critical and analytical skills through reading and writing. The readings, discussions, and writing assignments focus on health related issues. The course offers practice in developing and expressing individual ideas, with a firm sense of organization and style. Class meetings include both discussions and workshops.
3 Lect Hrs, 3 Credits

Nursng 280
Transition to Baccalaureate Nursing
This course focuses on the transition of registered nurses entering a baccalaureate nursing program. Issues include an introduction to health beliefs and values; research; nursing theories; problem solving techniques; and professional role development. RNs develop the skills necessary for success in a baccalaureate nursing program. The course structure is designed to promote student participation. This course is open only to RN nursing students.
3 Lect Hrs, 3 Credits

Nursng 310
Medical-Surgical Nursing
This course in medical-surgical nursing focuses on assisting students to provide nursing care aimed at health restoration and health maintenance in adult clients. The lecture portion of the course emphasizes the impact of health problems and the interaction of the environment with the health of adult clients. Students refine and expand their knowledge through the application of the nursing process, and the examination of the relationship between nursing theories/concepts and practice. The clinical practicum occurs within acute care settings and provides students with experience in the application of content through the care of adult clients.
Prerequisites: All freshman and sophomore science and nursing courses (see Curriculum Plan).
Corequisite: Nursng 314.
3 Lect Hrs, 12 Lab Hrs, 9 Credits

Nursng 314
Pharmacology
The course deals with the action of drugs on the body, especially as related to the physiology of disease, and to basic concepts of pharmacology: absorption, distribution, metabolism, excretion, routes of administration, and drug safety. Special emphasis is given to the mechanism of action of particular drugs, to side effects, and to drug interactions. Specific drugs are classified and studies according to their function and according to the system they affect, with particular attention paid to those drugs commonly used in clinical settings.
Prerequisites: All 100- and 200-level nursing courses.
Corequisite: Nursng 310.
3 Lect Hrs, 3 Credits

Nursing Program

Nursng 320
Introduction to Research
This course provides an overview of the scientific research process and the place of the nurse in that process. The course focuses on basic research concepts and methods. The student is prepared to evaluate nursing research and analyze it for its applicability to nursing practice.
Prerequisites: Statistics (for all nursing students); Nursing 310 (for generic students); Nursing 280 (for RNs).
3 Lect Hrs, 3 Credits

Nursng 330
Maternity Nursing
This course focuses on maternity nursing with particular emphasis on the role of the nurse in family centered maternity care. The course provides basic knowledge in perinatal nursing with particular attention to the psychosocial and physiologic aspects of childbearing. The nursing process and its application is a major theme. The content is applied in clinical practicum.
Prerequisite: Nursng 310, 314.
4 Lect Hrs, 12 Lab Hrs, 5 Credits, 7 1/2 Weeks

Nursng 331
Pediatric Nursing
This course is an introduction to pediatric nursing with emphasis on the common health problems of infants, children, and adolescents. While the course explores health promotion, restoration, maintenance, and disease prevention, it also elaborates on developmental, familial, and environmental factors which affect the health of children. In a clinical practicum, understanding of the role of a professional nurse evolves, as content is applied, and nursing process is utilized in providing care to children of diverse age groups.
Prerequisites: Nursng 310, 314.
4 Lect Hrs, 12 Lab Hrs, 5 Credits, 7 1/2 wks

Nursng 405
Independent Study
Students participate in ongoing research on clinical projects or expand and reinforce clinical knowledge and skills through specifically arranged experiences. This course may be taken by arrangement with individual Nursing Program faculty and undergraduate program director.
1-3 Credits

Nursng 408
Acute Care Nursing
This course focuses on helping students provide comprehensive nursing care aimed at health maintenance, restoration, and rehabilitation for individuals and families affected by complex deviations from health. The classroom portion of the course emphasizes the impact of acute health problems on adult clients and families, integrating concepts, theories, knowledge, and research from nursing, the sciences, and the humanities. This material is analyzed, synthesized, and evaluated; it is then applied to the formation of strategies in nursing assessment, diagnosis, care planning, and evaluation. The classroom portion of the course makes extensive use of case studies; the clinical practicum provides students with a precepted clinical experience in an acute care clinical setting.
Prerequisites: All 100-, 200- and 300-level nursing courses.
2 Lect Hrs (15 weeks), 24 Internship Hrs per week (7 1/2 weeks), 5 credits

Nursng 409
Psychiatric Mental Health Nursing
This course presents the theoretical concepts of psychiatric mental health nursing. Its goal is to assist the student in using the nursing process to meet mental health care needs of client systems directed toward the promotion, maintenance, and restoration of mental health; the prevention of mental illness; and client rehabilitation.
Prerequisites: All 100-, 200- and 300-level nursing courses.
2 Lect Hrs (15 wks); 12 clinical Hrs (7 1/2 wks), 5 credits

Nursng 410
Community Health Nursing
This course is a consolidation of the educational experiences of the nursing major, with comprehensive community health care as the synthesizing concept. Students provide community-based care—for individuals, families, and groups—directed toward health promotion, disease prevention, health maintenance, health restoration, and rehabilitation. The course includes a community practicum.
Please note: Nursng 420 may be taken concurrently with this course.
Prerequisites: Nursing 408 and 409 (for generic students).
3 Lect Hrs, 12 Lab Hrs, 9 Credits

Nursng 420
Leadership and Management in Nursing
This course focuses on the various leadership roles and management theories as they influence nursing practice. The political, economic, legal, and ethical aspects of nursing in the health care system as they affect the beginning practitioner are discussed. Conflict resolution and planned change are considered. The role of the nurse practicing in the health care system is examined.
Prerequisite: All 100-, 200- and 300-level nursing courses.
3 Lect Hrs, 3 Credits

Human Performance and Fitness Program

The College of Nursing's Human Performance and Fitness Program offers students the opportunity to prepare for careers in this meaningful and vital profession through a program offering a strong scientific background and specific training in two areas. The *exercise physiology* concentration offers an exciting program in corporate wellness and preventive care and in clinical exercise physiology. For those interested in teaching physical education, the program's *teacher preparation track* offers courses required for provisional certification with advanced standing. Advanced studies for standard certification in teaching physical education are currently under development, through a planned master's degree program to be administered in collaboration with the University's Graduate College of Education.

As the emphasis on fitness and preventive health increases nationwide, the faculty in HP&F bring both academic and professional expertise to the program. Students benefit from high quality instruction and research diversification in the program's classrooms and state-of-the-art laboratory.

Degree Requirements

Candidates for the bachelor of science degree in human performance and fitness complete a total of 120 credits. A minimum cumulative average of 2.0 is required for the awarding of the degree.

All majors in HP&F must achieve a grade of C (2.0) or better in all courses designated as HPF and maintain a cumulative grade point average of 2.5 or higher in *required* HPF courses, as designated for each concentration, prior to placement in HPF 486, or HPF 400/450. All students must complete the core and distribution requirements of the College of Arts and Sciences, and one year of freshman composition (Engl 101 and 102). Each student must also demonstrate writing proficiency before accumulating 68 credits, either by taking the CAS Writing Proficiency Examination or submitting a satisfactory portfolio of papers written for UMass Boston courses. (For more information on these requirements, see "Graduation Requirements" in the College of Arts and Sciences section of this publication. For more information about HP&F programs, policies, and procedures, consult the HP&F undergraduate student handbook.)

Diversity Requirement

In order to meet the University's diversity requirement, students in the Human Performance and Fitness Program are required to take two diversity courses. Students concentrating in the teaching track are required to take HPF 180 (Health Science), and HPF 220 (Adapted Physical Activity) which meet the diversity requirement. Students in exercise physiology are required to take only HPF 220; they may meet the rest of the diversity requirement by taking HPF 180 as an elective or by taking one of the courses in the College of Arts and Sciences designated as meeting the requirement. The diversity requirement for transfer students will be evaluated in each case by the program director.

Concentrations

Students who major in human performance and fitness have an opportunity to concentrate in a teaching or a non-teaching track as described below.

The Non-Teaching Track

Students in the HP&F non-teaching track concentrate in exercise physiology. The non-teaching track provides students with a strong scientific background and practical skills. Concentrators in exercise physiology are prepared for professional careers in prescribing, designing, and appraising fitness programs for corporate fitness and health clubs/fitness centers; and in clinical exercise physiology.

The Teaching Track

HP & F students in this track can prepare for certification in teaching through either the N-9 or the 5-12 concentration. The interdisciplinary curriculum provides an in-depth study of theory, courses in human performance and fitness, and courses required for provisional certification with advanced standing.

Note on Teacher Certification Requirements

The Commonwealth of Massachusetts has established the following requirements for the certification of teachers.

Students completing the curriculum of the program's teaching track will receive provisional certification with advanced standing. This is valid for five years of employment in the public schools of Massachusetts.

In order to receive standard certification, each provisionally certified teacher with advanced standing in physical education will be required to earn a master's degree approved by the state Department of Education, or to complete further professional training as directed by the school district in which he or she is employed. The standard certificate is valid for renewable terms of five years. Certification granted by the Board of Education before October 1, 1994, is deemed standard and must be renewed every five years. For more information, contact the coordinator for teaching certification in the Human Performance and Fitness Program.

Requirements for Majors

All students majoring in human performance and fitness must maintain current certification in First Aid and CPR. Biol 207 and 208 are required for all human performance and fitness majors and are counted as core courses in the natural sciences distribution area for these students only. Additional courses for concentrators in exercise physiology and teacher preparation are listed below.

Non-teaching Track: Exercise Physiology

All students in the exercise physiology concentration complete the following courses:

Course Number	*Title*	*Credits*
Biol 108	Introduction to Nutrition	3
Biol 111	General Biology I	4
Biol 207	Anatomy and Physiology I	4
Biol 208	Anatomy and Physiology II	4
HPF 220	Adapted Physical Activity	3
HPF 226	Psychological and Social Aspects of Sport	3
HPF 230	Strength and Conditioning	3
HPF 235	Prevention and Care of Sport Injuries	3
HPF 290	Movement Studies I	3
HPF 321	Physiology of Exercise I	3
HPF 325	Kinesiology	3
and any one of the following six courses:		
HPF 310	Statistics and Evaluation in Human Performance	3
Econ 205	Statistical Methods	3
Math 125	Introductory Statistics	3
MSIS 210	Managerial Statistics	3
Psych Z270	Statistics	3
Sociol 350	Managerial Statistics	3

Human Performance and Fitness Program

II

HPF 321	Physiology of Exercise I	3
HPF 322	Physiology of Exercise II	3
HPF 356	Fitness Appraisal	3
HPF 370	Practicum in Adult Fitness	3
HPF 376	Exercise Program Design	3
HPF 405	Advanced Topics in Exercise Science	3
HPF 466	Clinical Exercise Testing	3
HPF 486	Internship in Exercise Physiology	12

Teacher Preparation Track

All students in the teacher preparation track complete the following courses:

Course Number	*Title*	*Credits*
Biol 111	General Biology I	4
Biol 207	Anatomy and Physiology I	4
Biol 208	Anatomy and Physiology II	4
HPF 180	Health Science	3
HPF 225	History and Philosophy of Physical Education	3
HPF 230	Strength and Conditioning	3
HPF 235	Prevention and Care of Sport Injuries	3
HPF 290	Movement Studies I	3
HPF 310	Statistics and Evaluation in Human Performance	3
HPF 321	Physiology of Exercise I	3
HPF 325	Kinesiology	3
HPF 356	Fitness Appraisal	3
HPF 406	Motor Learning	3

Students preparing for teaching must also complete two courses from a program-approved list of University offerings in American studies, anthropology, black studies, and philosophy.

In addition, the following courses must be completed by students seeking certification at the N-9 level:

Phil 210	The Philosophy of Education	3
Psych 241	Infancy and Childhood Development	3
HPF 110	Lifetime Activities	3
HPF 120	Team Sports	3
HPF 130	Fitness Leadership	3
HPF 140	Dance, Games and Elementary Activities	3
HPF 190	Foundations of Physical Education (Pre-Practicum I)	3
HPF 220	Adapted Physical Activity (Pre-Practicum II)	3
HPF 337	Concepts and Practicum in Elementary Physical Education (Pre-Practicum III)	3
HPF 400	Student Teaching and Seminar	12

The following courses must be completed by students seeking certification at the 5-12 level:

Phil 210	The Philosophy of Education	3
Psych 242	Adolescence	3
HPF 110	Lifetime Activities	3
HPF 120	Team Sports	3
HPF 130	Fitness Leadership	3
HPF 140	Dance, Games and Elementary Activities	3
HPF 190	Foundations of Physical Education (Pre-Practicum I)	3
HPF 220	Adapted Physical Activity (Pre-Practicum II)	3
HPF 336	Concepts and Practicum in Secondary Physical Education (Pre-Practicum III)	3
HPF 450	Student Teaching and Seminar	12

Minors

The Human Performance and Fitness Program offers a minor in coaching. Information about specific requirements for minors is available from the program director.

Pass/Fail Regulations

Students may take one pass/fail course each semester, up to a maximum of eight during their UMass Boston career. Majors in HP&F may take electives and prerequisite courses on a pass/fail basis, but may not take any HPF course in the student's concentration, or minor, for pass/fail.

Course Repetition Policy

With the exception of HPF 480 (Independent Study), a student may repeat a course only once. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be counted in the student's cumulative average.

Human Performance and Fitness Program

Transfer Credit Policy

Students wishing to transfer into the Human Performance and Fitness Program from other colleges and universities must have a transfer evaluation from UMass Boston's Admissions Office. The program director reviews and approves all courses related to human performance and fitness for major or elective credit. A minimum of six three-credit courses must be taken at UMass Boston for the major. Of the 120 credits required for graduation, a minimum of 30 must be earned at UMass Boston.

For HP&F majors, courses in the natural sciences such as anatomy/physiology, must have been taken within seven (7) years prior to matriculation. Non-science courses do not have a time limit. All HPF courses taken after a student has matriculated must be taken through the HP&F Department. Prerequisite courses and electives may be taken off campus only if a prior approval form has been signed by the program director.

Students enrolled in UMass Boston's other academic units who wish to transfer into the Human Performance and Fitness Program must file an intercollegiate transfer application form. Students in the program who wish to take courses outside UMass Boston must obtain prior written approval from the program director.

Human Performance and Fitness Courses

HPF 110
Lifetime Activities
This course examines instructional methods, materials, and objectives in teaching such lifetime fitness activities as aquatic skills, archery, golf, and tennis, in grades 5-12. Emphasis is given to helping students develop and analyze the requisite motor skills.
6 Lab Hrs, 3 Credits

HPF 120
Team Sports
This course examines instructional methods, materials, and objectives in teaching such team sports as basketball, field hockey, recreational football, soccer, softball, and volleyball, in grades 5-12. Emphasis is given to helping students develop and analyze the requisite motor skills.
6 Lab Hrs, 3 Credits

HPF 130
Fitness Leadership
This course examines instructional methods, materials and objectives for the purpose of preparing fitness leaders with leadership skills in the areas of aerobics, water fitness, walking/jogging, and weight training.
6 Lab Hrs, 3 Credits
Mr Webb

HPF 140
Dance, Games, and Elementary Activities
This course examines instructional methods, materials, and objectives in teaching dance, creative rhythms, and gymnastics, in grades K-9. Emphasis is given to helping students plan and analyze elementary activities, in order to develop the requisite motor skills and basic movement patterns. (Course offered in the spring only.)
6 Lab Hrs, 3 Credits
Ms Pappalardo-Musmon

HPF 180
Health Science
This course stresses scientific information and the development of health practices that contribute to effective living; and the personal assessment of fitness. This course meets one of the diversity requirements for HP&F majors.
3 Lect Hrs, 3 Credits
Ms Arnold, Mr Roncarati

HPF 190
Foundations of Physical Education (Pre-Practicum I)
This course introduces students to the profession of teaching physical education in the public schools, and addresses current issues in education as they relate to physical education. Twenty-five hours of pre-practicum experience in the public schools is required.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Haslett

HPF 205
Physical Activities for the Developmentally Disabled
Students in this course consider the characteristics, potentials, and limitations of the developmentally disabled in the physical education curriculum; and study the philosophy, objectives, and guiding principles of programming physical education activities for the developmentally disabled.(Course not offered 1998-2000.)
3 Lect Hrs, 3 Credits

HPF 215
Introduction to Athletic Training
A course designed to acquaint the student with the history of athletic training, with the kinds of injuries most often encountered in training, with the qualifications and duties of athletic trainers, and with the legal implications involved in this area. Students develop skills in implementing an athletic training program. Clinical work in the athletic training room is included. (Course not offered 1998-2000.)
3 Lect Hrs, 3 Credits

HPF 219
Life Guard Training
A course designed to meet all the current requirements of the American Red Cross Life Guard training materials.
Prerequisite: Timed swimming and skill performance.
1 Lect Hr, 2 Lab Hrs, 2 Credits

HPF 220
Adapted Physical Activity (Pre-Practicum II)
This is a required course for all majors and meets one of the diversity requirements. The course is a study of the various physical and learning disabilities and their implications for physical activity. The practicum experience includes a minimum of twenty-five hours in a field setting.
Pre-Practicum II
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Roncarati

HPF 221
First Aid and Cardiopulmonary Resuscitation
Students completing this course fulfill the current requirements of the American Red Cross for the Community First Aid and Safety Certificate and the Community Cardiopulmonary Resuscitation Certificate.
1 Lect Hr, 2 Lab Hrs, 2 Credits
Mr Webb

HPF 222
Water Safety Instructor
This course is designed to meet all the current requirements of the American Red Cross Water Safety Instructor's training materials. Students who successfully complete the Red Cross requirements of this course will receive Red Cross Water Safety Instructor Certificates.
Prerequisite: Approved skill performance.
1 Lect Hr, 2 Lab Hrs, 2 Credits

Human Performance and Fitness Program

HPF 225
History and Philosophy of Physical Education
This course examines the history of physical education from ancient times to the present, and the leading philosophies of education upon which physical education has been based.
3 Lect Hrs, 3 Credits
Mr Bazzano, Ms Haslett

HPF 226
Psychological and Social Aspects of Sport
This course analyzes human behavior in various types of sport situations. Psychological and social effects of physical activity will be discussed.
3 Lect Hrs, 3 Credits
Mr Bazzano

HPF 230
Strength and Conditioning
This course addresses the scientific and theoretical basis of strength training and conditioning. Discussions focus on basic terms and concepts. The course also presents an overview of major research in this area; explains the basic structure of the variables used in the design of strength and conditioning programs; analyzes standard programs systematically; compares and contrasts aerobic and anaerobic training adaptations; and considers differing concepts of the use of strength training in specific populations.
Prerequisite: HPF 130.
3 Lect Hrs, 3 credits
Mr Faigenbaum

HPF 235
Prevention and Care of Sport Injuries
This course is designed to assist the prospective athletic trainer in the development of skills in recognizing athletic injuries, and in developing systematic evaluation skills and appropriate first aid and emergency techniques for acute athletic injuries.
Prerequisite: Current First Aid and CPR certificates.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Roncarati

HPF 256
Lifetime Fitness
This course introduces students to the concepts and principles of physical fitness. It emphasizes the practical application of research in exercise physiology to the design of individual physical fitness programs. Students gain an understanding of cardio-respiratory fitness, muscular strength and endurance, body composition and flexibility.
3 Lect Hrs, 3 Credits
Ms Pappalardo-Musmon

HPF 290
Movement Studies I
This course is designed to help students understand the personal and psychological meanings of movement language. It emphasizes the cognates of expressive and scientific descriptions of movement and movement analysis, based on the work of Rudolf Laban. The course involves some movement activity.
3 Lect Hrs, 3 Credits
Ms Haslett

HPF 301
Physical Education in the Elementary School
This course is designed to introduce non-physical education students to the methods of teaching, curriculum design, and organizational methods of physical education in the elementary school. The course includes a 15-hour pre-practicum. (Course not offered 1998-2000.)
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Haslett, Mr Saitta

HPF 306
Current Problems in Health and Physical Education
This course offers a topical approach, through readings in current literature, to today's problems in health and physical education. (Course not offered 1998-2000.)

3 Lect Hrs, 3 Credits

HPF 310
Statistics and Evaluation in Human Performance
This course focuses on the development, evaluation, and application of tests in physical education and considers elementary statistical techniques and tools as they apply to physical education today.
3 Lect Hrs, 3 Credits
Mr Bazzano

HPF 321
Physiology of Exercise I
This course is designed to provide the student with knowledge of the anatomy and physiology of the body's systems and of how these systems respond to acute exercise and following exercise training. Physiological systems to be examined include the cardiovascular, the musculo-skeletal, the respiratory, and the metabolic pathways necessary for the production of energy. The integration of the system in response to acute and chronic exercise will be studied for the purpose of understanding and evaluating physical performance.
Prerequisites: Biol 207 and 208.
3 Lect Hrs, 3 Credits
Mr McInnis

HPF 322
Physiology of Exercise II
This course is designed to provide students with practical laboratory experience in exercise physiology. Students carry out laboratory procedures that demonstrate the concepts taught in HPF 321. This laboratory course will provide lessons and/or experiences pertaining to the acute and chronic responses to exercise. Physiological systems to be examined include the cardiovascular, the musculo-skeletal, the respiratory, and the metabolic pathways necessary for the production of energy.
Prerequisite: HPF 321.
2.5 Lect Hrs, 2 Lab Hrs, 4 Credits
Mr Faigenbaum

HPF 325
Kinesiology
This course introduces students to the study of human motion through mechanical analysis. Lectures and laboratories provide students with the knowledge necessary to undertake a systematic approach in analyzing motor skill activities and exercise programs, and applying that knowledge to the execution and evaluation of both the performer and the performance.
Prerequisites: Biol 207, Biol 208.
3 Lect Hrs, 3 Credits
Ms Arnold

HPF 336
Secondary Physical Education: Concepts and Practicum (Pre-Practicum III)
This course acquaints students with the models and strategies of teaching and curriculum design in physical education in the secondary school (grades 5-12). Emphasis is placed on planning lessons and units to prepare students for the practicum experience. Students are introduced to the national standards of NASPE. Twenty-five hours of pre-practicum experience in the public schools is required.
Prerequisites: HPF 110, HPF 120, HPF 130, HPF 140, HPF 190.
3 Lect Hrs, 3 Credits
Ms Haslett

HPF 337
Elementary Physical Education: Concepts and Practicum (Pre-Practicum III)
This course acquaints students with the models and strategies of teaching and curriculum design in physical education in the elementary school (grades N-9). Emphasis is placed on planning lessons and units to prepare students for the practicum experience. Students are introduced to the national standards of NASPE. Twenty-five hours of pre-practicum experience in the public schools is required.
Prerequisites: HPF 110, HPF 120, HPF 130, HPF 140, HPF 190.
3 Lect Hrs, 3 Credits
Ms Haslett

Human Performance and Fitness Program

HPF 340
Advanced Athletic Training
Common athletic injury nomenclature employed in athletic training is reviewed. The prospective athletic training student will learn the principles and concepts of clinical evaluations including "on field" assessments of the foot and toes, knee, ankle and lower leg, patellofemoral articulation, spine (cervical/-lumbar), shoulder/upper arm, and elbow and forearm. (Course not offered 1998-2000.)
Prerequisite: HPF 235.
2 Lect Hrs, 2 Lab Hrs, 3 Credits.
Mr Roncarati

HPF 352
Therapeutic Recreation and Gerontology
This course is designed to acquaint students in depth with specific impairments and handicapping conditions and their implications for recreation, particularly in a rehabilitative setting. Emphasis is given to the special problems of elderly persons. The course includes field trips and laboratory experiences. (Course not offered 1998-2000.)
3 Lect Hrs, 3 Credits

HPF 355
Application of Movement Studies
This course is designed to help students understand the relationship between expressive and scientific movement language through comparative analysis of movement, using practical applications. (Course not offered 1998-2000.)
Prerequisite: HPF 290 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Ms Haslett

HPF 356
Fitness Appraisal
Students in this course study the essential components of a comprehensive fitness appraisal including risk factor analysis, blood pressure and cholesterol screening, body composition assessment, and cardiovascular fitness evaluation. Participants also apply theoretical knowledge in "hands-on" practical experience relevant to fitness appraisals by participating in laboratories. The academic and practical experiences are designed to enhance students' abilities to work in professional health and fitness organizations that use exercise for the assessment and promotion of cardiovascular health and well-being.
Prerequisite: HPF 130, Biol 207 and 208.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Bazzano, Mr Faigenbaum

HPF 370
Practicum in Adult Fitness
This course is designed to provide students with practical experience administering individual and group exercise programs for apparently healthy individuals. Students become acquainted with all aspects of designing and conducting safe and effective adult fitness programs. Specific tasks include administering pre-exercise health risk appraisals; submaximal cardiovascular fitness testing; body composition analysis; exercise program design; exercise leadership and health education. Students also gain experience in designing, implementing, and administering an independent project.
Prerequisites: HPF 321, HPF 356.
1 lect Hr, 4 Lab Hrs, 3 Credits
Mr Faigenbaum

HPF 376
Exercise Program Design
This course examines the theory and practice of designing exercise programs intended to improve or maintain cardio-respiratory and muscular fitness. Topics include the principles of prescribing safe and effective exercise training programs for apparently healthy individuals as well as for those with such medical conditions as coronary artery disease, hypertension, diabetes, obesity, and osteoarthritis; and the design of exercise programs for other special populations including children, older adults, and pregnant women.
Prerequisite: HPF 321.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

HPF 400
Student Teaching and Seminar in Physical Education in the Elementary School (K-9)
A one-semester laboratory course in which the student teaches full-time in a public school under the supervision and guidance of a tenured and certified teacher. The seminar is a series of meetings that provide an opportunity for the student teacher to meet with his or her peers to discuss problem situations, to increase familiarity with resources and materials, and to develop wholesome personal and professional relationships. Discussions of students' ongoing experience is an important part of the practicum.
Prerequisites: Permission of teaching coordinator, a grade of C (2.0) or better in each course required for provisional certification; a cumulative grade point average of 2.5 in the major.
Hrs by arrangement, 12 Credits
Mr Webb

HPF 405
Advanced Topics in Exercise Science
This course is designed to introduce the student to the theories and rationale of developing and conducting scientific studies in the field of exercise science. Particular attention is given to library resources for literature reviews, an overview of the research process, and preparing a paper written in scientific format. The students will gain practical experience by working in a group to develop and then carry out an original research project. Each student gives several class presentations, in order to gain experience in the professional presentation of scientific information. (Course offered in the spring only.)
Prerequisite: HPF 321.
3 Lect Hrs, 3 Credits
Mr McInnis

HPF 406
Motor Learning
This course addresses the factors involved in motor skill learning and investigates relationships among perception, cognition, and motor skill learning. The course considers major theories of learning as applied to motor skills. (Course offered in the spring only.)
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits
Ms Haslett

Human Performance and Fitness Program

HPF 410
Therapeutic Modalities
This course is designed to familiarize the student athletic trainer with rehabilitation techniques currently used in the field of sports medicine. Several hands-on methods are covered, including manual therapy (for example, joint mobilization, PNF). The student learns the application of several therapeutic modalities currently employed in sports medicine. These include TENS, EMS, traction, ultrasound, diathermy, intermittent traction, and isokinetics. (Course not offered 1998-2000.)
Prerequisite: HPF 340.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Roncarati

HPF 430
Therapeutic Exercise/Foundations and Techniques
A course designed to acquaint the student with techniques of restoring and improving an athlete's musculo-skeletal fitness. The course explores such techniques as therapeutic exercise, range of motion, strengthening procedures, joint mobilization, soft tissue stretching and relaxation techniques. (Course not offered 1998-2000.)
Prerequisite: HPF 340.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

HPF 440
Clinical Field Work in Athletic Training
A laboratory course in which the student is required to do 600 hours of clinical field work at approved sites. Students register twice for the course, for a total of six credits.
Prerequisites: Permission of the clinical field work coordinator; a C (2.0) or better in each course required for the athletic training concentration; a 2.50 in the major; student membership in NATA (National Athletic Trainers' Association).
Hrs by arrangement, 3 Credits
Mr Roncarati

HPF 450
Student Teaching and Seminar in Physical Education in the Secondary School (5-12)
A one-semester laboratory course in which the student teaches full-time in a public school under the supervision and guidance of a tenured and certified teacher. The seminar is a series of meetings that provide an opportunity for the student teacher to meet with his or her peers to discuss problem situations, to increase familiarity with many resources and materials, and to develop wholesome personal and professional relationships. Discussions of students' ongoing experience is an important part of the practicum.
Prerequisites: Permission of teaching coordinator, a grade of C (2.0) or better in each course required for provisional certification; a cumulative grade point average of 2.5 in the major.
Hrs by arrangement, 12 Credits
Mr Webb

HPF 451
Student Teaching Seminar for Second Level Certification (N-9)
This is a half-semester laboratory course in which the student teaches full-time in a public school under the supervision and guidance of a tenured and certified teacher.
Prerequisites: Permission of teaching coordinator, a grade of C (2.0) or better in each course required for provisional certification; a cumulative grade point average of 2.5 in the major.
Hrs by arrangement, 6 Credits
Mr Webb

HPF 452
Student Teaching Seminar for Second Level Certification (5-12)
This is a half-semester laboratory course in which the student teaches full-time in a public school under the supervision and guidance of a tenured and certified teacher.
Prerequisites: Permission of teaching coordinator, a grade of C (2.0) or better in each course required for provisional certification; a cumulative grade point average of 2.5 in the major.
Hrs by arrangement, 6 Credits
Mr Webb

HPF 460
Clinical Field Work in Athletic Training
A laboratory course in which the student is required to do 1200 hours of clinical field work at approved sites. Students register four times for the course, for a total of twelve credits.
Prerequisites: Permission of the clinical field work coordinator; a C (2.0) or better in all courses required for the athletic training concentration; a 2.50 in the major; student membership in NATA (National Athletic Trainers' Association).
Hrs by arrangement, 3 Credits
Mr Roncarati

HPF 466
Clinical Exercise Testing
Theory and practice for evaluating the functional capacities of the cardiopulmonary system and its response to physical activity in health and disease. Emphasis is also given to such non-invasive assessment techniques as health and fitness screening, graded exercise testing, and basic electrocardiography. Emphasis is also given to the role of exercise in the treatment and prevention of cardiac disease. Course objectives are met through lectures, class discussions, laboratories, and clinical visits. Participants gain practical experience through examining numerous exercise testing and exercise prescription studies. (Course offered in the fall only.)
Prerequisite: HPF 356.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr McInnis

HPF 480
Independent Study
A student may register for independent study only with the permission of the department. The proposed study must be approved by the appropriate departmental committee and supervised by a member of the faculty.
Hrs by arrangement, 1-3 Credits

HPF 486
Internship in Exercise Physiology
This course is designed for seniors who are in the Exercise Physiology track. It is a non-paid internship program in which the student is required to complete 400 hours of work at an agency/affiliation to be approved by the faculty coordinator. Students gain practical experience and training in areas that relate directly to their specializations and interests.
Prerequisites: Permission of internship supervisor; a C (2.0) or better in each course required for the exercise physiology concentration; a 2.50 in the major.
Hrs by arrangement, 12 Credits
Mr McInnis, Mr Faigenbaum

HPF 490
Honors in Human Performance and Fitness
Students in this course engage in directed study and do independent research, under faculty supervision, on approved topics. Each student must submit an honors thesis at the conclusion of the course.
Prerequisites: Permission of program director and a cumulative average of 3.0 or above.
Hrs by arrangement, 3 Credits

Coaching Courses

HPFCch 341
Coaching Basketball
This course explores the theory and practice of basketball fundamentals, including individual play and styles of team offense and defense. (Course not offered 1998-2000.)
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Saitta

HPFCch 344
Coaching Wrestling
This course explores the essential techniques of wrestling. It also studies conditioning and the preparation of teams for meets and tournaments. (Course not offered 1998-2000.)
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Webb

Administrative Officers and Faculty

Human Performance and Fitness Program

HPFCch 345*
Fundamentals of Coaching
This course is designed to provide the student with the fundamental knowledge necessary to coach in a school or youth setting. It examines the theory and practice of coaching competitive athletes. It introduces students to the wide range of responsibilities exercised by the coach beyond the teaching of sport-specific skills. The prospective coach learns how to plan and organize an entire year that focuses on the game season, and how to set up a preseason plan, including individual in-season practice plans.
3 Lect Hrs, 3 Credits
Mr Webb

HPFCch 346
Coaching Lacrosse
This course explores the theory and practice of coaching lacrosse. It studies the fundamental skills and strategies of team offense and defense, individual play, and both in-season and out-of-season preparation.
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Webb

HPFCch 347
Coaching Soccer
Students in this course consider in depth the theory and practice of soccer fundamentals, including individual play and styles of team offense and defense. (Course not offered 1998-2000.)
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Bazzano

HPFCch 349
Psychology of Coaching
This course presents coaching methods and investigates problems inherent in large group competitive environments.
3 Lect Hrs, 3 Credits
Mr Webb

HPFCch 460
Directed Field Work
Each student in this course is assigned to a school, college, agency, or team to gain experience with a knowledgeable coach. A minimum of 60 hours of field work is involved, as well as seminars.
Hrs by arrangement, 3 Credits
Mr Webb

*Course pending final University approval.

Office of the Dean

Brenda S Cherry, PhD	Dean
Susan Haussler, EdD	Associate Dean
M. Diane Arathuzik, DNSc	Director, MS Program
Gail Arnold, MS	Director, Human Performance and Fitness Program
Gail Russell, PhD, EdD	Director, PhD Program
Marion E. Winfrey, EdD	Director, Undergraduate Program
Rory Nolan, BA	Assistant Dean
Valerie Corrente, BS	Director, Student Affairs
Frank Boback, BA	Academic Advisor

Faculty

Lisa Abdallah, BS, *Fitchburg State*, MS, *University of Massachusetts Boston*, Lecturer in Nursing

Cynthia S Aber, BS, *Fitchburg State*, EdM, MS, EdD, *Boston University*, Associate Professor of Nursing

Kristine B Alster, BSN, *Illinois Wesleyan University*, MS, EdD, *Boston University*, Associate Professor of Nursing

M Diane Arathuzik, BS, *Boston College*, MS, *Boston College*, DNSc, *Catholic University of America*, Associate Professor of Nursing

Gail B Arnold, BS, *University of New Hampshire*, MS, *University of Massachusetts Amherst*, Assistant Professor of Human Performance and Fitness

Carmelo Bazzano, BS, MS, *Springfield College*, EdD, *Boston University*, Professor of Human Performance and Fitness

Brenda S Cherry, BSN, *North Carolina A&T State University*, MSN, *University of Nebraska Medical Center*, PhD, *Teachers College, University of Nebraska/Lincoln*, Professor of Nursing

Janice Ciesla, BS, *Teachers College, Columbia University*, MS, *Boston University*, JD, *New England College of Law*, PhD, *Boston College*, Assistant Professor of Nursing

Jane Cloutterbuck, BS, *Boston University*, MS, *Boston College*, PhD *Brandeis University*, Associate Professor of Nursing

Linda Dumas, BS, MS, MA, PhD, *Boston University*, Associate Professor of Nursing

Carol H Ellenbecker, BS, *University of New Mexico*, MS, *Boston College*, PhD, *Brandeis University*, Assistant Professor of Nursing

Kathy J Fabiszewski, BSN, *Salem State College*, MS, *University of Massachusetts Lowell*, Lecturer in Nursing

Avery Faigenbaum, BS, MS, EdD, *Boston University*, Assistant Professor of Human Performance and Fitness

William H Fite, BA, *Florida State University*, MSN, DSN, *University of Alabama at Birmingham*, Assistant Professor of Nursing

JoAnne Frey, BS, *Boston College*, MS, *Boston University*, PhD, *Boston College*, Assistant Professor of Nursing

Joan Garity, BS, *Boston College*, MEd, *Northeastern University*, MS, *Northeastern University*, EdD, *Boston University*, Assistant Professor of Nursing

Sylvia C Gendrop, BS, *St. Anselm College*, MS, *Boston University*, PhD, *Boston College*, Associate Professor of Nursing

Jacqueline Haslett, BSEd, *Bridgewater State College*, EdM, EdD, *Boston University*, Associate Professor of Human Performance and Fitness

Susan C Haussler, BS, *Cornell University*, MS, *Boston University*, EdD, *Vanderbilt University*, Associate Professor of Nursing

Anne K Kibrick, BS, *Boston University*, MA, *Columbia University*, EdD, *Harvard University*, Professor Emeritus of Nursing

Nancy C Lovejoy, BN, *Medical College of Virginia, Richmond*, MSN, DSN, *University of Alabama at Birmingham*, Associate Professor of Nursing

Patricia P Manuel, BSN, *Skidmore College*, MS, EdD, *Boston University*, Associate Professor of Nursing

Faculty

Margherite C Matteis, BS, *Lehman College*, MS, *Rutgers University,* PhD, *New York University*, Assistant Professor of Nursing

Margaret McAllister, BSN, *Ohio State University*, MA, *New York University,* PhD, *Northeastern University*, Assistant Professor of Nursing

Kyle McInnis, BS, *University of Lowell*, MS *Springfield College*, ScD, *Boston University*, Assistant Professor of Human Performance and Fitness

Mary T O'Brien, BS, MS, *Boston College*, PhD, *New York University*, Associate Professor of Nursing

Victoria Palmer-Erbs, BS, *University of Wisconsin*, MS, PhD, *Boston University*, Assistant Professor of Nursing

Margaret D Pappalardo-Musmon, BS, MS, *Indiana State University*, EdD, *Boston University*, Associate Professor of Human Performance and Fitness

Frances L Portnoy, BS, *University of Pennsylvania*, MS, *Boston University*, MA, PhD, *Brandeis University*, Professor Emerita of Nursing

Helen Reiskin, BS, *Hunter College*, MS, *Columbia University*, MA, *Boston College*, PhD, *Boston University*, Associate Professor of Nursing

Amy Rex-Smith, BSN, *Seattle Pacific University*, MS, *Boston University*, DNSc, *University of California Los Angeles*, Assistant Professor of Nursing

MaryAnne Ringquist, BS, *University of Vermont*, MS, *Boston College*, EdD, *Boston University*, Associate Professor of Nursing

Alfred L Roncarati, BS, *Springfield College*, MS, *University of Pennsylvania*, MS, *Northeastern University*, EdD, *Boston University*, Associate Professor of Human Performance and Fitness

Gail Russell, BS, *University of Massachusetts Amherst,* MS, *Texas Women's University*, EdD, *Columbia University*, Assistant Professor of Nursing

Gladys Scipien, BS, *Adelphi University*, MS, *Boston University*, Associate Professor of Nursing

Myron Segelman, BS, MS, *Massachusetts College of Pharmacy,* MS, *Northeastern University,* PharmD, *Creighton University*, Professor Emeritus of Nursing

Lena Sorensen, BSN, *Keuka College*, MS, *Boston University*, PhD, *City University of New York*, Assistant Professor of Nursing

Gordon M Webb, BS, *University of Massachusetts*, MPH, *University of Florida*, Assistant Professor of Human Performance and Fitness

Marion E Winfrey, BS, *Hunter College*, MS, *Boston College*, CAGS, *Boston University*, EdD, *Vanderbilt University*, Assistant Professor of Nursing

Lin Zhan, BS, *West China University of Medical Sciences*, MS, *Boston University*, PhD, *Boston College*, Assistant Professor of Nursing

The College of Public and Community Service

College of Public and Community Service

Mission and Overview of the College

The College of Public and Community Service is one of five colleges that comprise the University of Massachusetts Boston campus. As such, CPCS seeks to extend the tradition of the land grant university in a number of ways: by educating students to foster the public good and aid the transformation to a more equitable society; by providing research, advocacy, technical assistance, and service to the surrounding community; and by forging partnerships with public agencies and community organizations that enhance the quality of life for low income and other inadequately served populations. In these ways, the college works toward overcoming the attitudes, beliefs, and structures in our society which prevent access to the resources that exist and discourage full participation in economic, civic, cultural, and political life. As an alternative educational institution, CPCS endeavors to function as an inclusive, democratic, and participatory learning community which promotes diversity, equality, and social justice.

The Student Community

CPCS actively cultivates a diverse and mature student body representing the racial, ethnic, and social communities which make up the vitality of metropolitan Boston and offers an empowering and effective education which equips students to advocate for themselves and to improve the health and well-being of their chosen communities. The college recognizes that, particularly in a multicultural society, such an educational enterprise is inextricably bound to the complementary goals of meaningful access and adequate support for underserved populations. CPCS students are, for the most part, urban adults: they average in the mid-thirties in age; about 70% come from low-income areas; 60% are women; 30% identify themselves as members of communities of color.

The successful CPCS graduate is a competent, confident, self-directed, life-long learner who can demonstrate: the language and technical skills necessary for purposeful inquiry and communication; the professional competence to function effectively in a broad range of workplace and community-based roles and activities; the critical consciousness needed to clarify and challenge prevailing values, ideologies, and practices; and the essential knowledge required for participating fully in society.

The Competency-Based Curriculum

The undergraduate programs at CPCS are organized according to a self-paced, competency-based, outcome-oriented curriculum which seeks to identify the skills and knowledge needed for effective practice in public and community service. All undergraduate students are required to demonstrate competence as defined in written statements that incorporate clearly-stated criteria and standards of performance. Each student has a faculty advisor who will help him/her determine learning objectives and complete a learning plan that specifies the precise competencies needed to graduate. Students who demonstrate competence have shown the ability to do something—to put knowledge and principles into practice. In the competency-based system, prior learning is validated and collaborative projects are encouraged. At CPCS, the student is considered a resource in the educational process, and the acquisition of knowledge and skills intersects with experiential learning and field-based education. As a forward-looking educational institution, CPCS continues to explore innovative delivery systems and technologies and seeks to articulate its educational philosophy and pedagogy with other academic institutions, community organizations, and public agencies.

A Wide Variety of Learning Options

Because the College recognizes that learning goes on both in and outside of the classroom, CPCS students can complete competencies through a combination of independent and directed learning, both on and off campus. They are encouraged to seek out learning opportunities in a wide variety of settings: work sites, community service projects, and public and community service agencies. They can design independent study projects, work with other students in study groups, take courses and workshops, work with a tutor, and/or participate in internships.

Recognition of Competence Acquired Through Prior Learning

The College recognizes relevant prior learning as one of the ways in which students can complete competencies. Students have the opportunity to review the skills and knowledge they have acquired in a variety of settings—for example, in school, at work, through volunteer experiences—to see if what they already know can form the basis for demonstrating competence. Students must submit evidence of prior learning and show how what they have learned from experience may be used to meet the criteria and standards of selected competencies.

Work Sites

Students at the College may be able to build a learning opportunity around their workplace. A student working at a social service agency might select a competency such as Intervention with Individuals and develop a learning contract with a supervisor on the job and a CPCS evaluator that spells out the responsibilities on the job and readings the student will do to acquire the skills to complete the competency.

Community Service Projects

The Collaborative Project was an example of a close collaboration between community residents, university personnel, community institutions, and others, where students had the opportunity to identify the issues and needs of the community and then to develop strategies to address them. Two faculty members coordinated learning activities with students working in the community to develop plans for providing residents with added resources. The Collaborative Project was developed as a learning experience that was carried out over two semesters—fall and spring.

Independent Study Projects

A student who has excellent reading and writing and strong math skills may arrange for an independent study with a faculty evaluator that focuses on a particular competency. Typically such a student signs a learning contract with a faculty evaluator that details the readings, writings, and other work the student will do. At defined points within the semester, the student will check-in with the evaluator to make certain that the work is still on target.

Study Groups

Sometimes a small group of students who are working on the same or similar competencies will arrange to meet and work together so that they can share ideas and materials as they prepare for evaluation. These study groups can be an outgrowth of a class the students are taking or they can be an independent group of students. In the latter instance, the students would identify a faculty evaluator with whom they would work out an agreement about the specific work to be accomplished.

College of Public and Community Service

Courses

There are many different courses offered through the academic centers at the College of Public and Community Service. The College has a full program of both day and evening courses and is expanding its offerings on Saturdays so that its working students are able to take full advantage. Students take courses that focus on specific competencies that will improve their math, reading and writing skills as well. The written work that students do is almost always linked to content work in their career area or in general education. In their class work students will be able to learn experientially, in small groups with other students, through lectures, in role plays, etc.

The following representative list describes some specific courses at CPCS, and indicates which competencies they address and the academic centers with which they are associated. The complete list of available courses, which changes each semester, can be found in the CPCS guide to instructional activities.

Research Report Writing
This course is designed to help students master the techniques of research report reading and writing; locating and reading library research materials, preparing and writing a research report, using appropriate documentation techniques.
Competencies Addressed: Research Report Writing
Academic Center: Applied Language and Mathematics (ALM) Center

Fundamental Concepts of Computers
In this course students will learn fundamental ideas about computers and computer systems, the data processing cycle, technical developments, software and hardware, social issues of computer use in the public and private sectors, and hands-on-experience in the computer laboratory using applications programs like a word processor, a data base manager and a spread sheet. The course also provides an introduction to e-mail and the internet.
Competency Addressed: Fundamental Concepts of Computers
Academic Center: Applied Language and Mathematics (ALM) Center

People and Places
This course will examine different, mainly non-quantitative definitions of community -- self-definitions as well as official ones, and definitions based on physical characteristics as well as social characteristics, such as race, class, age, sexual preference, etc. Drawing on readings, maps, and audio visual materials, we will focus our discussion on those aspects of community that particularly unite or divide us. We will analyze how the planning process and the planner's role are affected by different perspectives on community. There will be an opportunity to explore a particular community of your choice.
Competencies Addressed: Concepts of Community; Reading III
Academic Center: Community Planning

Alcoholism: Etiology & Epidemiology
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and problems cross-culturally and among sub-groups in the population such as women, prison inmates, the elderly, and homeless people.
Competency Addressed: Legal and Moral Dilemmas in Criminal Justice
Academic Center: Criminal Justice

Am I Right or Am I Wrong? Dilemmas in the World of Human Services
Public and community service work often forces us to face powerful ethical dilemmas, at many levels. What does it really mean to respond to community or human needs? When do we continue a "service" when the person we are working with resists us? How do we cope when asked to implement a new policy with which we strongly disagree? Why do so many people today question the value of funding and providing services? In this course, students will examine both their own moral dilemmas and those embedded in the larger society, based on readings and their own experiences. We will review a range of theories about how to understand differing conceptions of morality and ethical behavior. Students will write weekly logs as well as two longer papers that go into more depth regarding a particular ethical issue.
Competencies Addressed: Moral Arguments; Reading III; Writing III
Academic Center: General Center

Social and Economic Implications of Aging
This course seeks to provide students with the ability to obtain and utilize information about the demographic and economic status of the elderly in the United States and assess the impact of these factors on their quality of life. It also helps students to identify, understand, and describe major programs and services for the aged in the service delivery network.
Competencies Addressed: Demographics and Economics of Aging; Social Programs for the Elderly
Academic Center: Gerontology

Race and Culture in Human Services
This course will examine the influences and the implications of race and culture on individual, group and institutional functioning with special emphasis on the human services systems. Topics include: definitions and concepts of race, ethnicity, culture; problems of minority status; institutional responses; and strategies to confront discrimination.
Competency Addressed: Race and Culture
Academic Center: Human Services

Advocating in Administrative Hearings
Using hypothetical cases and role plays, students learn skills necessary to present a client's case to an agency decision maker. Skills include effective interviewing techniques, introduction of testimony via direct and cross examination, the presentation of documentary evidence, and making persuasive arguments.
Competencies Addressed: Administrative Advocacy; Legal Strategy
Academic Center: Law

Workshops

Students are encouraged to seek new learning or to take advantage of their prior learning through workshops offered by the academic centers. For example, in the ALM Center, students wanting to demonstrate the Research Reading and Research Writing competencies may attend a workshop that will help them prepare a portfolio of previously written papers for evaluation. Other examples of workshops include

Mural Arts
This workshop encourages and inspires the beginner or advanced student to learn traditional and non-traditional methods for designing and executing a comprehensive mural. Discover and use techniques for doing an exceptional and creative work. Experiment with a variety of media.
Competencies Addressed: Self-Assessment in Arts; Analyzing Art
Academic Center: Applied Language and Mathematics (ALM) Center

College of Public and Community Service

Community Relations and Funding
In a practical workshop, students will learn how to identify the potential clients or constituency for a community agency or organization, and develop appropriate marketing and funding strategies. Students must select an actual community agency or organization to work with.
Competency Addressed: Community Relations and Funding
Academic Center: Community Planning

Internships

Students can work toward demonstrating competencies through on and off-campus internships offered through several programs at CPCS. One example is the College's Community Advocates Law Office (CALO), a community/public interest law practice that provides legal representation to low-income individuals with unemployment or utility problems, and provides mediation services for litigants in local courts. A project of the Law Center, CALO offers students internships that help them address competencies in law office practice, and in legal interviewing and counseling.

Tutoring

Students at the College of Public and Community Service may take advantage of peer tutors as they work toward completing their competencies. For reading, writing, and math competencies, students need to be enrolled in the appropriate ALM Center course and may a request a tutor through their instructor or by contacting the directors of tutoring. Students who have received a progress report, or who know that they need help only for a small part of a competency, may also arrange for tutoring to finish their work. These students would contact the appropriate director of tutoring.

Outline of Degree Requirements at CPCS (Effective Fall, 1998)

No. Certificates required by Center	**Certificates**	**No. Competencies Required by Center**
Applied Language and Mathematics Center 2	Applied Language Mathematics	10 4
General Center 1	General Education	20
Career Centers 1	*Choose one of the following career certificates **or** combined career certificates **or** a student-designed combined or alternative career certificate:* ***Career Certificates**:* Adult Education for Working People Community Planning Community Planning Advocacy Community Planning and Management Community Service Management Criminal Justice Gerontology Human Services Labor Studies and Strategic Planning Labor Studies and Union Administration Legal Education Services Worker Advocacy and Labor Law ***Approved Combined Career Certificates:*** Adult Training in Human Services Human Services Advocacy Human Services in Criminal Justice Human Services Planning Legal Practice in Criminal Justice Management of Human Services Management of Legal Institutions Provisional Teacher Certification ***Alternative Career Certificate***	13
College-wide 1	Independent Interest Certificate	3
Degree Requirement Totals	5 Certificates	50 Competencies

Academic Policies

College of Public and Community Service

The Office of Urban Programs

The Office of Urban Programs plays an important role in helping students to demonstrate competencies through a wide variety of experiential learning opportunities, which include structured courses with field-related components, individualized learning contracts, and supervised group projects. The Office of Urban Programs coordinates relationships with community agencies, government departments and unions, offering enrolled CPCS students opportunities to learn and demonstrate competencies at various field sites. These college-agency agreements and partnerships thus link the College's service and educational missions by addressing urban problems at the request of cooperating agencies, while simultaneously offering students experiential learning opportunities.

Admission to the College of Public and Community Service

In considering applications for admission, the College gives high importance to each applicant's motivation, maturity, and desire to develop the skills and knowledge necessary for effective work in public and community service. All persons seriously interested in careers in this field are welcome to apply.

To apply for admission to CPCS, an individual must:

1. Attend a CPCS Admissions Seminar. These one-hour seminars are held every Tuesday, with the exception of holidays, at 9:00 am and 6:00 pm at the Undergraduate Admissions Office.
2. Complete the University's Undergraduate Admissions Application Form.
3. Complete the special CPCS personal statement form (available at admissions seminars).
4. Submit transcripts from high school and any other colleges attended. A personal interview is recommended but not required.

For further information about admission to CPCS, call UMass Boston's Admissions Information Service. (287-6000).

Minimum Academic Progress Policy

Full-time CPCS students usually register for five competencies per semester. At least three competencies must be certified each semester. Writing I must be completed by the end of the first semester and Writing II must be completed by the end of the third semester at CPCS.

A student who does not meet the above requirements may be suspended or dismissed from the University at the recommendation of the Committee for Academic Progress.

Please note: The most complete and current information about CPCS academic policies, including those governing minimum academic progress, academic probation, suspension, and readmission, can be found in the *CPCS Redbook*, which is available to all new students.

Procedures for Withdrawal and Readmission

There are three types of withdrawal:

a. Withdrawal with clearance for automatic readmission (leave of absence): Such a withdrawal must be approved by the Office of Student Services. A student who has received such approval may be readmitted in any semester without further processing simply by completing an application for readmission. This application must be submitted by June 1, together with a $5.00 readmission fee, for reentry in the following fall semester and by November 1 for the following spring semester. Acceptance will be on a space available basis. Important note: The clearance for automatic readmission applies only to readmission to CPCS, not to any other College or program of the University.)

b. Withdrawal without clearance for readmission: If a student has withdrawn without clearance for readmission, his or her readmission application may be processed in the same manner as all new applications to CPCS.

c. Academic withdrawal: A student who has been withdrawn for not meeting the minimum academic progress policy may be readmitted only upon convincing evidence of an expected change in performance. To do this, the student must submit evidence of his or her ability to make academic progress to the Committee on Minimum Academic Progress, which will decide whether or not the student can re-enroll in the College.

All withdrawals are processed and approved by the Office of Student Services. Failure to complete this withdrawal process properly can make the student liable for tuition charges even after he or she has left the University and may seriously jeopardize readmission at a future date. Transcripts will not be released by the Office of Registration and Records until official withdrawal has been completed.

Academic Centers and Competencies

Academic Centers

There are seven academic centers at CPCS. Faculty in each center are responsible for designing competencies and certificates within their area of expertise. Faculty evaluate student work, teach in directed study, in the field and in the classroom, and serve as academic advisors. The seven academic centers are:

The Applied Language and Math Center (ALM)
The General Education Center (General Center)
The Community Planning Center
The Criminal Justice and Public Safety Center (Criminal Justice)
The Gerontology Center
The Human Services Center
The Legal Education Services Center (Law Center)

Each center is described in a separate section that follows.

Competencies

The competency is the basic unit of academic credit at CPCS. Unlike other programs where students earn grades for each course, a student at CPCS earns "competency completions." Each competency statement specifies a particular learning outcome. Students may demonstrate a competency on the basis of prior learning or new learning. New learning may be gained through independent study, field projects, internships, or courses. Fifty competencies in a specified distribution are required for a B.A. or BS degree at CPCS. An example of a complete competency statement appears below.

Certificates

Interrelated competencies are arranged into certificates. To earn an undergraduate degree, students must complete five certificates, choosing among competencies approved for each particular certificate.

Distribution Requirements

CPCS distribution requirements are designed to provide each student with a varied and integrated educational experience. At the undergraduate level, the College awards the bachelor of arts or bachelor of science degree to students who have:

1. successfully completed an assessment program;
2. earned the general education certificate;
3. earned certificates in applied language and in mathematics;
4. earned one career certificate;
5. completed competencies in an area of independent interest.

Sample Competency Statement

A competency statement describes the desired outcome to be demonstrated and criteria and standards for the performance, and suggests the methods of evaluation of competence. Every student entering the College purchases a competency curriculum manual in which all competency statements are set forth in full. (Students must consult this manual before beginning work on the completion of competencies.) What follows is a full competency statement to serve as a sample. Demonstration of this particular competency is required of all CPCS students.

Competency Title: Public and Community Information Gathering

Rationale: The ability to obtain and use information as a means to empower is critical to disenfranchised groups. Public and community service workers need to be familiar with a variety of formal and informal sources of information. They need to be able to determine how to identify and gain access to the sources of information and how to use the information effectively.

Competency: Can obtain, summarize and present information about various public and community characteristics.

Criteria:

1. Prepare a brief historical sketch of a geographic or social community using secondary sources.
2. Obtain, tabulate and summarize census type statistical information about a geographical area.
3. Obtain, summarize and present information on two of the following:
   a. apartment rent survey
   b. health data summary
   c. real estate sales price survey
   d. social service profile
   e. school inventory and enrollment summary
   f. transportation profile
   g. land use map
   h. environmental profile
   i. industry and employment profile
   j. real estate title search
   k. municipal budget summary
   l. crime summary
   m. voter registration and election statistics summary
   n. the major elected and appointed positions and boards, and the individuals who currently occupy at local level.

Standards for Criterion 1:
The sketch must:
   a. be 750-1250 words in length
   b. use at least 3 secondary sources
   c. sources must be identified

Standards for Criterion 2:
For geographical area one must:
   a. include data on the following characteristics:
      • demographic
      • economic
      • social
      • housing
   b. compare at least 2 points in time.
   c. present tables and summary text explaining major features and changes.

Standards for Criterion 3:
For each of the two one must:
   a. appropriately identify sources
   b. explain how information was located and obtained
   c. have at least explanatory text for each body of information

Options for Demonstration:

1. A student works for a tenants rights organization which has done a profile of neighborhood changes and property ownership over a period of time. S/he submits copies of the report, and explains and summarizes both the data and what s/he did.
2. A student works on a CPCS community service project on mental health deinstitutionalization. As part of the project team s/he gathers information, and prepares reports on the characteristics of the population and services provided to them.
3. A student takes a course and completes a series of exercises.

General Education Center

The "Liberating Arts"

The General Education Center is the home of the College's general education curriculum, which serves as the liberal arts core of each CPCS student's education. The College believes that the primary purpose of a liberal arts education is to increase critical consciousness: to stimulate reflection on the deeper meanings of our lives, our work, our communities. As we grow more aware of the connections between our personal realities and larger social forces, of the relationships between knowledge and action, our ability to engage in reflective action is enhanced.

The College has organized its general education curriculum along interdisciplinary lines to show the relationships among various fields of knowledge, and to relate these liberating arts to work in public and community service careers.

The General Education Certificate Program

The elements and requirements of the General Education Certificate Program are listed below. The program starts with the student's own experience, involving self-assessment in a number of areas. It calls for demonstration of skills in criticism and argument. It includes two core competencies—Exploring (U.S.) History and Cultural Diversity through Literature. Finally, it engages students in advanced work that requires historical, theoretical and/or comparative cultural research, and culminates in position papers and action projects. Competencies at the advanced level are designed to be applicable in a wide range of content areas.

Self Assessment and Planning for New Learning in a Diverse World

A competency-based curriculum such as the one in use at CPCS challenges students to become confident, competent, self-directed learners. The urban public and community emphasis of the CPCS program calls on students to affirm diversity and to function effectively in a multi-cultural environment. Planning and making decisions in one's life, career, and education involve what CPCS calls assessment skills. All students entering CPCS enroll in the Assessment course, which provides a highly supportive environment for planning learning activities, assessing prior experiential learning, and deepening cultural awareness—of one's own culture and the culture of others.

The Assessment Program is designed:

1. to introduce students to competency-based education at CPCS,
2. to familiarize students with CPCS requirements for the completion of competencies and the BA degree,
3. to assist students in identifying competencies for which they may receive recognition on the strength of prior experiential learning,
4. to identify areas which require new learning,
5. to help students develop skills in public speaking,
6. to deepen students' understanding of the culture in them, and
7. to sharpen students' ability in multi-cultural communication.

Through completing Assessment requirements, students earn the Assessment competency, the Speaking I competency, and the Cultural Awareness competency.

Self-Assessment Competencies

All students are required to complete the Self-Assessment and Cultural Awareness competencies, plus any two others, for a total of four in this area.

- Basic Organizing: Can organize others to influence events within a political system, a community, or an organization, and can evaluate your own effectiveness as an organizer.
- Building Social Networks: Can identify human needs and apply network models in creating and/or analyzing a social network.
- Cultural Awareness: Can identify cultural patterns within your cultural group, explain how you integrated these patterns, and determine how they help or limit your interaction with members of other cultural groups.
- Defining Learning Styles: Can describe your preferred learning styles and evaluate their effectiveness, using the principles of learning theory.
- Individual Roles in Groups: Can analyze your own behaviors and roles in a group and describe, according to a selected theory or model, how those behaviors and roles contributed to the development of an ongoing group.
- Self-Assessment: Can describe and assess learning gained through experience in social roles, and design a learning plan which describes your initial educational and career goals and how you plan to achieve them.
- Self-Assessment in the Arts: Can describe and assess the process through which one creates a body of artistic work.
- Taking a Stand: Can identify your own position and explain your reasons for taking that stand.

Core Competencies

All students are required to complete both General Center core competencies.

- Cultural Diversity Through Literature: Can describe how literature contributes to an understanding of cultural diversity through exploring literature of different cultural groups.
- Exploring History: Can examine a major development in United States history, and analyze how conflicts and events shaped this development, and how this history influences current politics and debates.

Criticism and Argument Competencies

All students are required to complete a total of two competencies in this area, one from List A and one from List B:

List A

- Analyzing Arguments: Can break down arguments into their parts and identify and analyze their structure and adequacy.
- Using a Theory: Can analyze a theory and apply that theory in a specific context.

List B

- Basic Social Criticism: Can present and evaluate critiques of alternative responses to a social problem.
- Moral Argument: Can critically assess moral arguments.

Advanced Concentration Competencies

All students must complete advanced concentration competencies. There are a total of five different advanced concentration competencies; each requires different skills. Students may combine them into three mini concentrations of two competencies each or a full concentration of four competencies plus a mini concentration. Students must choose a new subject area for each concentration. Students need to demonstrate four of the five advanced concentration competencies.

The five advanced concentration competencies are:

- Explaining Historical Change: Can summarize a sequence of events leading up to an important historical change and explain the major causes of the change; or
- Cross-Cultural Comparison: Can analyze, both within a given cultural context and comparatively, the attitudes and behavior of differing cultural groups related to a significant human concern or issue.
- Evaluating Theoretical Explanations: Can identify, describe, and compare theories or prevalent explanations of a given issue or problem.
- Interpretation/Argument: Can construct and defend an explanation of an issue.
- Action Project: Can act on the basis of a stated argument.

Applied Language and Mathematics Center

General Education Center

At present the Center offers on a rotating basis advanced concentrations in these subject areas:

a. Education—Reforming the Schools
b. Philosophy and Religion—God or the Poor, The Black Church
c. Media Studies
d. Labor Studies—Workers and the Workplace: Getting a Seat at the Table
e. Urban Studies—Multicultural Boston
f. Women's Studies—Mothers & Daughters, Women and Work in Four Countries.
g. Social Welfare
h. The Civil Rights Movement
i. Music and Politics

In addition, students may work with faculty to design their own advanced concentrations.

Elective Competencies

All students are required to complete six elective competencies from among those offered by the General Center. These may include Self-Assessment or Criticism and Argument competencies not used to fulfill other requirements; two additional Self-Assessment competencies; and other General Center electives, including advanced concentration competencies. Students may also use the following Applying Disciplines Competencies as General Center electives:

- Analyzing Art: Can analyze elements of a body of artwork and evaluate the work.
- Doing Ethnography: Can observe and report on events, situations, and accounts of an element of the culture and social organization of a selected group. Can explain the cultural meanings these have for members of the group.
- Dynamic Concept of Groups: Can apply social science concepts of "group" and explain the utility and limitations of each perspective in understanding the dynamic nature of a group.
- Economic Literacy: Can identify and use economic concepts to describe current economic issues.
- Marxist Analysis: Can use methods and concepts of Marxism to explain an issue or problem.
- Power Analysis: Can describe and analyze power relationships in communities, organizations or groups.
- Sociological Practice: Can apply concepts and methods of sociology to facilitate organizational change.
- Using Social Psychology: Can apply methods and concepts of social psychology to the analysis of contemporary issues.

The Center

A student graduating from CPCS will have demonstrated competence in the kinds of reading, speaking, writing, and mathematics appropriate to careers in public and community service and to further study at the graduate level. The Applied Language and Mathematics Center coordinates and administers each student's education in these crucial areas.

The Integrated Studies Program

The Integrated Studies Program (ISP), administered by the Applied Language and Math Center, is a first year program for those students who need to strengthen their reading, writing, math, and computer skills. Students are placed in the program on the basis of their scores on the entry tests that all incoming students take. The competencies they demonstrate while in the program count toward the 50 needed to graduate.

Students attend classes on Mondays and Wednesdays from 8:45am to 1:00pm or from 5:30 to 9:30pm depending on whether they are day or evening students. They also attend the Assessment Program; participation in ISP therefore means that students will be at CPCS Mondays, Tuesday, and Wednesdays. Along with regular classroom teachers, ISP students have tutors with whom they can work outside of class. These tutors meet regularly with the instructors so that they understand the assignments that ISP students are completing.

Language Certificate Program

The language certificate has three parts: Speaking (2 competencies), Reading (3 competencies), and Writing (5 competencies).

Each student must complete all ten competencies required by the language certificate. Evaluation and instruction of the language competencies are offered at CPCS in a sequence that enables students to progress from beginning to intermediate to advanced work. Students should address these competencies in this order. The minimum academic progress policy requires that Writing I must be completed by the end of the first semester, and Writing II must be completed by the end of the third semester. A carefully designed competency testing sequence, beginning prior to the opening of school and occurring throughout the year, will enable students to demonstrate competence and/or to identify their needs for further instruction.

Language Certificate Competencies

- Speaking I: Sending and Receiving: Can present information orally to a group in a well-organized and articulate manner, and can analyze the oral communication skills.
- Speaking II: Advocacy Speaking: Can speak effectively in advocating a position, with the intent of persuading an audience not yet convinced of that position.
- Reading I: Reading for Information: Can gather information from reading short passages about a variety of subjects, especially those relating to the study of public and community service.
- Reading II: Research Reading: Using selected library research materials, can locate and read articles for research purposes.
- Reading III: Reading Theories and Concepts: Can read and understand theories, concepts, and/or methods and their applications as presented in the literature of a professional field or academic discipline.
- Writing I: Writing Information: Can present information in concise written form.
- Writing II: Research Report Writing Competency: Using library resources, can prepare and write a short research report.
- Writing III: Writing Analysis: Can develop and write an analysis which applies the theories, concepts, and/or methods of a profession, field, or academic discipline.
- Advanced Writing IV: Can use advanced writing strategies to formulate and develop complex and/or independent positions required for the demonstration of advanced competencies in a professional field or academic discipline (IV A is for general education advanced concentration topics; IV B is for professional writing topics).

Mathematics Certificate Program

To complete the mathematics certificate, students demonstrate competence in analyzing and presenting data, in problem solving, and in familiarity with fundamental computer concepts at a level appropriate to the professional preparation of individuals pursuing careers in public or community service. They demonstrate such competence through the completion of either three or four competencies: Quantitative Data and Problem Solving (Math I); Fundamental Concepts of Computers and Computing; and one of the following advanced electives: Math II, Public Service Mathematics (Personal Money Management), or Statistics (Completion of Statistics presumes that the student has math skills at the level of Math II).

Community Planning Center

Applied Language and Mathematics Center

The mathematics certificate is designed to suit the variety of available career choices and the diversity of student needs at CPCS by affording students the opportunity to select an advanced elective in keeping with their own goals and aspirations. Students are urged to consult with their academic advisor or their career center for assistance in selecting an elective appropriate to their career goals.

In addressing the mathematics competencies, students should progress sequentially from the beginning work and the required competencies to the advanced elective. Instruction in and evaluation of all competencies is offered on a regularly scheduled basis. It should be noted, however, that:

1. competence in Math I must be demonstrated before the student undertakes Math II;
2. competence in Math II must be demonstrated before the student undertakes statistics.

Mathematics Certificate Competencies

- Math I: The student must be able to extract quantitative information from graphs, tables and written reports drawn from newspapers, journals or documents relevant to the general or career centers. The student must be able to use basic mathematics skills to analyze and draw conclusions from these data.
- Math II: Problem Solving: The student must be able to solve mathematical problems relating to the CPCS curriculum and to every day life requiring the use of basic mathematics and algebraic skills.
- Personal and Public Money Management: The student can use the mathematical skills drawn from the mathematics of finance to address personal and public service money management issues.
- Fundamental Concepts of computers and Computing: The student can demonstrate understanding of the fundamental concepts, ideas and vocabulary of computers and computing and be able to apply those concepts to computer related problems and issues.
- Statistics: The students can use sampling techniques and descriptive statistical methods for collecting and describing data in a manner which yields meaningful information and can draw upon influential statistics for the appropriate methods for making decisions and/or predictions based upon analysis of data.

The Center

Students in community planning are people interested or already involved in careers as managers, planners and organizers in public and community services. The curriculum of the Community Planning Center is designed to teach generic skills and knowledge in planning and management which can be applied to many different areas. community planning competencies emphasize direct, first-hand work in community and agency situations. Students develop and demonstrate technical skills as well as the ability to analyze the political aspects and social values implicit in different approaches to community planning and management.

CPCS graduates who have focused their work in planning and management are employed in a wide variety of positions in community-based service agencies, grassroots community organizations, local governments and state agencies. They are developing and managing programs and organizations that serve many different populations--geographic neighborhoods, women, elderly, youth, differently abled, specific racial/ethnic groups, gays and lesbians, workplaces, etc. Some go on to graduate school in planning, public policy, management, law and related fields.

Instructional activities provide choice and flexibility for students demonstrating competencies. In a typical semester, students can expect workshops to help them demonstrate their prior learning, classes and workshops in new learning, and faculty-organized field projects. For many competency demonstrations, students are able to work on topics and with community groups of their choice.

Community Planning Competencies

- Analyzing Organizing Strategies: Can review literature about strategic models adopted by organizers, analyze a case study of an organizing effort and evaluate the effectiveness of the organizing strategy involved.
- Community Impact Assessment: Can assess the impact on a community of an action proposed or implemented by a public agency, private agency, or private developer, and assist the community in planning alternatives or responses to the action.
- Community Needs Analysis: Can identify and analyze community needs within the larger context of community issues.
- Community Relations and Funding Strategies for Public and Community Agencies: Can plan community relations and funding strategies for public and community agencies.
- Community Service: Can implement and analyze a project with a community organization in conjunction with a substantive or skill-based competency from the Community Planning curriculum.
- Concepts of Community: Can identify different types of communities and describe the planner's role in different work settings.
- Evaluation Design: Can identify the basic issues involved in program evaluation and plan evaluation procedures for community-based programs.
- Evaluation Implementation: Can apply advanced principles of evaluation to carry out and analyze program evaluations in community-based agencies.
- Financial Management: Can explain the finance functions and financial management and apply techniques of financial analysis and management for non-profit organizations.
- Financial Systems for Not-for-Profit Organizations: Can perform basic accounting tasks and describe the accounting cycle, financial statements, internal controls, and federal and state tax reporting requirements for not-for-profit organizations.
- Housing Consumer Law: Advise residents on their legal rights and how to defend them. Assist individuals in filing complaints or seeking redress for housing problems from public agencies.
- Housing Design and Site Evaluation: Devise a housing program and prepare a design scheme for a site and evaluate the conditions of the site as to their effect on the design scheme OR devise a housing program and prepare a design scheme for an existing building, and evaluate the conditions of the building and its site as to their effect on the design scheme.
- Housing Development Finance: Prepare a mortgage loan application for a proposed housing development where the apartment distribution and land costs are established. Describe the purpose of the following loan closing documents: a note, mortgage, regulatory agreement, building loan agreement, construction contract, title insurance policy and builder's risk insurance policy.
- Human Resource Management: Can develop and carry out human resource policies and procedures for an organization.
- Management Theories and Practices: Can understand and apply various management theories and practices to the operation of non-profit and government organizations.
- Planning Models and Theories: Can analyze the process used in the development of a plan for an urban community.
- Strategies for Economic Development: Can apply the major approaches of economic development to economic problems of a community.
- Strategy and Proposal Development (double weight): Can develop a plan addressing a problem or set of problems faced by a community or organization and develop a proposal to implement specific aspects of the plan.

Criminal Justice Center

The Center

The Criminal Justice Center offers students a comprehensive curriculum for entry-level positions and for mid-career advancement in the criminal justice professions, as well as providing superior educational preparation for graduate studies in criminal justice and professional studies in law and public administration. Graduates of the Criminal Justice Center currently work in a variety of jobs in the criminal justice system, such as law enforcement and security services, corrections, juvenile justice, probation and court-related services, policy and planning, and research and evaluation.

Working with faculty advisors, students develop learning plans that guide them through required and elective competencies to best serve their career and educational objectives. Students without relevant job experience can also pursue internships supervised by faculty and working professionals at public and private agencies. In many instances, prior and independent learning approaches are options for students with relevant job experiences to earn competencies. The Criminal Justice Center also supports two combined career certificates: Human Services in Criminal Justice and Legal Practice in Criminal Justice.

The Criminal Justice Center and the Criminal Justice Program in the College of Arts and Sciences (CAS) collaborate to implement a joint curriculum which enables students to cross-register in selected CAS courses. Thus, CPCS students can take CAS criminal justice courses (administered through the Department of Sociology) as instructional activities and CAS students can enroll in a limited number of CPCS criminal justice competencies and receive course credits. Contact the Criminal Justice Center for further details on cross-registration options that can offer considerable advantages to students in both colleges.

Criminal Justice Competencies

- Applying Theory to Policy and Practice in Criminal Justice: Can identify and apply major theories in criminology as analytical frameworks for understanding the etiology of crime and delinquency and as foundations for policy and human service approaches to criminal justice issues.
- Community Involvement in Criminal Justice: Can identify and demonstrate an understanding of the role and interrelationship between the formal structure of criminal justice and the community.
- Constitutional Issues in Criminal Law: Can understand selected current issues in Criminal Justice and relate them to future constitutional directions.
- Correctional Institutions and Processes: Can explain the role of correctional institutions in the criminal justice system, the impact of opposing philosophies of "punishment vs. rehabilitation," the formal and informal organizational structures of prison institutions, and current trends in institutional programming.
- Crime, Justice, and Society: Can demonstrate an understanding of the issues concerning the nature of crime, justice and society, as well as an overview of the role, organization, and operations of the American system of criminal justice.
- Criminal Justice Administration: Can describe and apply basic administrative and managerial theories and practices to the organization and operation of criminal justice agencies.
- Criminal Law: Can analyze the historical and legal context in which behavior has been prohibited as "criminal." Can describe the application of the 4th, 5th and 6th Amendments to the US Constitution, and the rules of evidence to the prosecution and defense of crimes.
- Forensics: Can demonstrate understanding of the scientific and technical processes and methods used in criminal investigation and gathering of evidence, and of the legal standards for admissibility of evidence developed through these processes.
- Innovations in Police Policy and Management: Can use one or a combination of organizational, managerial, policy development perspective to analyze, explain, and develop innovative solutions for issues facing the police.
- Issues of Race, Class, and Gender in Criminal Justice: Can articulate ways in which the effectiveness of the Criminal Justice System is affected by the factors of race, class and gender.
- Legal and Moral Dilemmas in Criminal Justice: Can demonstrate an analytical understanding of major legal and moral dilemmas in the criminal justice system.
- Researching Criminal Justice Issues: Can apply basic research methods to elementary issues or questions in criminal justice.

Gerontology Center

The Center

The Gerontology Center is home to the College's programs that address the needs of an important sector of our society. With the aging of the U.S. population, gerontology is becoming more and more important to the vital interests of the United States. At present approximately 12.5 percent of the U.S. population is considered "elderly," or sixty-five years and older. By the year 2030 the elderly population in the United States is expected to equal 21.8 percent of the population. Approximately 5 percent of the U.S. elderly population reside in "nursing homes". Somewhere between 10 and 20 percent of American elderly experience difficulties with activities of daily living. Many of these elders suffer from chronic conditions. Approximately $600 billion is spent on health care in the United States. This represents about 12.6 percent of the gross national product. Of those dollars, approximately 36 percent is spent on caring for elders.

From the outset, these programs, offered at both the undergraduate and graduate levels, have sought to involve elders themselves in the study of aging, and to provide both older and younger people with the skills and resources to plan for an aging society. Gerontology graduates find employment and volunteer opportunities within the aging, health, and social services networks on local, state, and national level.

Gerontology Programs

The College of Public and Community Service offers five gerontology programs:

Bachelor's Degree Program
The Frank J. Manning Certificate
Gerontological Social Policy Certificate
Graduate Certificate in Gerontology
Ph.D. Program in Gerontology

Those seeking a bachelor's degree in gerontology should complete the six-competency Manning Certificate in Gerontology. They should then complete five additional career related competencies. The Gerontology Center offers a structured learning sequence designed to move students, as a cohort, through the Manning certificate. The sequence includes traditional courses, action-research projects, and opportunities to work with frail elders. Students also have opportunities to demonstrate competencies through the assessment of prior learning and through independent study. Advanced work in social policy leading to the Gerontological Social Policy Certificate may be undertaken through the completion of additional selected competencies by those who have completed the Manning Certificate and wish to continue at the Gerontology Center, but are not interested in pursuing a degree.

Human Services Center

Gerontology Center

Gerontology Competencies

- Applied Research in Aging: Students learn to conduct action research. Among the skills addressed in this competency are clear articulation of significant questions, the development of research methodology, instrument preparation and data gathering. An analysis of the data which inform debate on the issue is also required. A course addressing this competency is offered every spring semester.
- Community Service: This competency is addressed as a community service project executed in conjunction with a community organization about a particular human service issue affecting the elderly. A course addressing this competency is offered every spring semester.
- Concepts of Aging: This competency will enable the student to use theories of aging to understand elders and explain the aging process. A course addressing this competency is offered every fall semester.
- Demographics and Economics of Aging: This competency seeks to enable students to obtain and utilize information about the demographic and economic status of the elderly in the United States and assess the impact of these factors on their quality of life. It also helps students to identify, understand and describe major programs and services for the aged in the service delivery network. A course addressing this competency is offered every fall semester.
- Health and Physical Aspects of Aging: This competency will teach the student to identify and describe the physical changes that accompany the aging process. The student will be able to relate these changes to social and economic factors which influence health status.
- History of a Social Policy in Aging: This competency will enable the student to explain the historical development of a particular social policy which impacts elders.
- Influencing Aging Policy: This competency provides an overview of the legislative process with emphasis on following a bill affecting the elderly through the state legislature. Students learn about the power structure within administrative agencies and legislative bodies. Students design a strategy for influencing this bill. A course addressing this competency is offered every spring semester.
- Intervention with Elders I and II: This two semester competency will enable the student to act purposefully with, or on behalf of, an individual elder, elderly couple, family or group of elders, to effect positive change in their lives.
- Strategies for Influencing Change for an Aging Society: This competency will teach the student the range of strategies which are available to influence change in our society. The student will be able to identify appropriate strategies for particular change.
- Understanding Gerontological Social Policy I and II: This two semester competency requires the student to study in depth the history, development and application of a particular social policy within the field of aging. Students are also required to participate in a project applying their knowledge to influence change in that social policy.
- Working on a Gerontological Social Issue: This competency will enable the student to identify a problem, plan a project which will contribute to the resolution of the problem, and then implement the plan.
- Working with Elders: This competency will provide the student with an understanding of the nature of an effective helping relationship. The student will be required to perform the role of Friendly Visitor in a purposeful relationship with a frail elder. A course addressing this competency is offered every fall semester.

The Center

The Center for Human Services is home to degree programs in human services at both the undergraduate and graduate levels. The undergraduate Human Services Career Certificate is designed as a generic combination of skills and knowledge for workers who are interested in careers in the human services which entail providing and/or analyzing direct services. The program concentrates on the skills needed to work with individuals, groups, and families, as well as those needed to work on a variety of human service issues in such areas as services for the mentally retarded, day care centers, drug programs, and services for the elderly and other populations. The Human Services Certificate requirements are organized to give students a balance of theory and "hands on" practice as well as general and specialized knowledge and skills. As students gain competence in the basics, they can begin to specialize according to their interests and career goals. The Center is also home to the Adult Training and Development competencies that are included in the Adult Training in Human Services Career Certificate.

Through the specific content areas and the types of evaluation selected to demonstrate competence, students may use the undergraduate certificate to focus on a particular area of human service work. For example, someone interested in working with adolescents may demonstrate competence in the Basic Intervention and Interviewing and Reporting Information competencies by work in a youth agency, conducting an interview, and writing a report of that interview. The same student might go on to critique some research on adolescents (Research: Issues and Methods competency), analyze the problem of teenage pregnancy (Analysis of a Social Problem), analyze adolescence in terms of theories of developmental changes (Life Stages), carry out an intervention with an adolescent, and finally work with a group of adolescents as a group leader (Intervention competencies).

Human Services Center

Adult Training and Development
The Adult training and Development competencies are available as part of a human services career option for public and community service workers who work with adults in a variety of settings that require teaching skills. These settings may be formal or informal contexts for learning. In more formal settings an agency supervisor may have to design on-the-job training for new employees or conduct staff development seminars. A community learning center may need teachers familiar with adults as learners in order to design and implement adult basic education programs. Informal learning settings include both individual work with clients as well as work with community residents defining problems and identifying solutions. The Adult Training and Development competencies are intended to be demonstrated as a sequence for training in four steps: defining the problem; designing a curriculum which responds to the problem; implementing the design; and evaluating the entire sequence.

Human Services Competencies

- Analysis of a Social Problem: Can analyze from a historical perspective the origins and social responses to a specific social problem, and describe current methods of intervention.
- Basic Intervention: Can perform a human service intervention in an organized setting and analyze it.
- Contemporary Families: Can analyze the structure and function of contemporary families in terms of historical forces and human service influences.
- Development of Human Services: Can describe the historical development of the human service system as a whole.
- Human Development: Can describe the developmental changes which occur in people over the life span and relate these changes to theories of development.
- Intervention with Individuals: Can work purposefully with an individual, using theory to accomplish stated goals.
- Intervention with Groups: Can work purposefully with a group using theory to accomplish stated goals.
- Interviewing and Reporting Information: Can interview and report information relevant for a particular purpose in human service work (double weight competency).
- Life Stages: Can analyze theoretically the developmental changes and issues for a particular life stage and apply this information to a human service situation.
- Race and Culture in Human Services: Can discuss ways in which racial and cultural factors affect the delivery of human services.
- Research Issues and Methods: Can locate and critically evaluate research reports in an area of professional interest.
- Theories of Development: Can compare and contrast two theories of development and use them to analyze a sample of behavior.
- Testing: Issues and Methods: Can judge appropriate uses of major educational and psychological standardized tests.
- Working on a Human Service Issue: Can work purposefully on a human service issue to effect change.

Adult Training and Development Competencies

- Assessing Training Needs for Adults: Can design and implement an assessment of training needs for adults.
- Designing a Training Curriculum for Adults: Can design a specific training curriculum for adults.
- Training Adults: Can train adults.
- Evaluating a Training Sequence for Adults: Can evaluate a training sequence.

Legal Education Services Center

The Center

The Legal Education Services Center (Law Center) is home for a variety of programs at the undergraduate and graduate levels. At the undergraduate level, as part of a baccalaureate degree (B.A.), students may select majors in law, in labor studies, or in various combinations of advocacy and human services, management and community planning. There are two free standing certificate programs: one for those wishing to become legal advocates (Law Certificate program) and one in Labor Studies. These free standing certificate programs are intended for students who 1) already have B.A. degrees; or 2) are not sure if they want to pursue a B.A. and prefer to concentrate on the specialized educational program which may help them advance in their employment. For anyone who completes either the Law or Labor Studies Certificate programs, it is entirely possible to enroll in the B.A. program and complete the B.A. degree, applying the certificate credit toward B.A. requirements. The Law and Labor Studies certificate requirements are nearly identical to those for the Law and Labor Studies majors. At the graduate level, the Center offers programs in dispute resolution.

The Law Center's undergraduate and free-standing certificate law curricula are dedicated to preparation of law workers for a wide variety of jobs as legal or legislative advocates, as administrators, as mediators, as legal researchers or public policy analysts--or in jobs combining several of these roles in community agencies, government and law offices. Law Center competencies are offered in programs for students wishing to attend school in mornings or in the evening by alternate semesters (evening students usually begin in fall semester, daytime students usually begin in spring). Progress towards completion of the program can be made through courses, on the job or through other prior learning, in volunteer placements, through independent study or in the Law Center's clinical law offices, the Community Advocates Law Office. Most students in the Law Center complete the law worker certificate as part of their BA degree. A student devoting full time to the effort should expect to complete the law worker certificate in 3 semesters. For more information contact the Law Center office at 287-7370.

Legal Education Services Center

Labor Studies Program

The Labor Studies Certificate at CPCS, offered through the Labor Studies Program, is designed to prepare students for greater involvement and leadership within the workforce and trade unions. The Labor Studies Program takes an interdisciplinary approach to the study of American workers, the workplace and labor organizations. This program offers students opportunities to be evaluated for prior learning and to demonstrate competence in twelve areas, including negotiation, collective bargaining and organizing strategy, labor law, labor history, labor economics, designing training programs for adults, strategic planning, the legislative process, legal research, and workplace analysis. Courses are offered in these areas and in many others related to public and community service. For further information contact Academic Program Coordinator, Professor James Green at 287-7374.

Legal Education Services Competencies

Please note that many of these competencies which are also applicable to studies toward the Labor Studies Certificate.

- Access to Legal Institutions: Can identify at least one substantial problem that seriously affects the ability of people to gain access to, and to exercise rights in, courts or administrative agencies; can analyze that issue/problem; and can describe at least one solution that could improve access, OR
- Administrative Advocacy: Can present a set of facts in a way which will most effectively support a case in an administrative adjudicatory hearing.
- Community Legal Education: Can plan, in coordination with a community agency or community group, an educational program involving the law.
- Court Politics: Can analyze ways in which courts are a part of the political process.
- Court Procedure: Can describe the rules of procedure in civil suits and/or criminal prosecutions and their use in actual cases.
- Ethics of Role: Can demonstrate an ability to reason with ethical standards, both one's own and those imposed by legal professional groups; and can evaluate the enforcement of ethical standards.
- History of Law: Can analyze the process of change in a significant value in a legal institution, legal event (e.g. passage of a death penalty statute) or legal doctrine (e.g. contributor negligence).
- Implementation of Law: Can gauge the effects of legal acts by comparing the expressed intent of a rule of law with the ways in which it is carried out by the appropriate governmental agencies.
- Influencing Administrative Agencies: Can design a plan to change a decision already made by an administrative agency.
- Law and Public Policy Reform: Can evaluate the effectiveness of past or proposed changes in a specific law.
- Legal Interviewing and Investigation: Can determine the goals of an initial client interview, conduct the interview, and evaluate the results of the interview. Can determine the goals of an investigation, identify potential sources of information needed, gather the information, and report and evaluate the results.
- Legal Reasoning: Can demonstrate the ability to interpret statutes and regulations, analyze cases, analogize, and distinguish precedent.
- Legal Research: Can utilize the materials in a law library to find and then to explain the relevant legal authority and precedent for a given problem.
- Legal Strategy: Can develop a strategy for approaching a problem presented by a client which can be resolved in a court or, administrative adjudicatory court hearing.
- Legislative Strategy: Can develop a strategy for successful passage of or opposition to a piece of legislation filed in either branch (House or Senate) of the Massachusetts Legislature, OR
- Legislative Structure, Power and Process: Can explain the reasons internal to the Legislature for the success or failure of a bill to become law in Massachusetts.
- Mediation and Arbitration: Can prepare for and conduct a conciliation. Can analyze the strengths and weaknesses of own performance.
- Negotiation: Can prepare for and conduct a negotiation, can also analyze the strengths and weaknesses of own performance.
- Research Analysis: Can research and analyze a legal problem for which there is a conflicting or vague precedent.
- Substantive Law: Can describe the major sources of law and rulings from an area of substantive law; can analyze the outcome of legal problems based on the application of that law to fact patterns typical of that area.
- Values in the Law: Can describe and analyze the values or fundamental assumptions reflected in a legal rule or legal institutions, OR
- Worker's Rights: Can identify and analyze the legal sources of worker's rights, including statutory and case law, and can apply this analysis in advising workers about their legal rights and remedies, and possible alternative courses of action.

Career Certificates Leading to a Bachelor's Degree

The Outline of Degree Requirements at CPCS lists twenty approved career certificates. Every career certificate includes the two core career competencies, Public and Community Information Gathering and Public and Community Services, as well as eleven other career competencies. The competencies which comprise the twenty approved career certificates described below. In addition, a student may design her/his own career certificate, drawing from the competencies of the five career centers or designing her/his own competencies, as long as the certificate is focused in the area of public and community service. Student designed career certificates must be sponsored by a member of the faculty and approved by the Certificate Council, the College's academic policy governance body.

Core Career Competencies

These two required core competencies will normally be demonstrated prior to other career competencies:

- Public and Community Information Gathering: Can obtain, summarize and present information about various public and community characteristics.
- Public and Community Services: Can describe social agencies, programs and systems at the federal, state and local levels.

Adult Training in Human Services Certificate

Adult educators and trainers have responsibilities for helping adults learn, whether individually or in groups. They are responsible for staff development or for training work in settings such as clubs, service organizations, or labor unions. They work as training officers or supervisors in social service agencies and as teachers and group leaders in public schools and colleges. They work in mass media fields and as professionals in the field of adult education. The Adult Training in Human Services Certificate is designed for these people. It consists of four Adult Training and Development competencies and seven Human Services competencies that together provide students with expertise as trainers along with specific career-related skills and knowledge.

Human Services Center Competencies

Level I:

- Basic Intervention
- Development of Human Services
- Human Development
- Interviewing and Reporting
- Race and Culture in Human Services

Level II:

- Life Stages—Adult

Career Certificates

Choose one of the following:
- Analysis of a Social Problem
- Contemporary Families
- Research: Issues and Methods
- Testing
- Theories of Development

Adult Training and Development Competencies:

- Assessing Training Needs for Adults
- Designing a Training Needs Curriculum for Adults
- Training Adults
- Evaluating a Training Sequence for Adults

Community Planning Certificate

Community planning practitioners work interactively with groups of people to determine need, specify desired outcomes, develop and implement strategies to achieve these outcomes and evaluate the results. In this certificate, students will also demonstrate their ability to compare and contrast different theories and methods of planning and to determine the social, physical and economic impact of development projects. Electives allow students to focus more deeply in specific areas of interest.

Community Planning Center Competencies

Level I:
- Community Needs Analysis
- Community Relations & Funding Strategies for Public & Community Agencies
- Community Service
- Concepts of Community
- Planning Models and Theories

Level II:
- Community Impact Assessment
- Evaluation Design
- Strategy & Proposal Development I & II (double weight)

Electives—choose two from following list:
- Analyzing Organizing Strategies
- Evaluation Implementation
- Financial Systems for Not-for-Profit Organizations
- Housing Consumer Law
- Housing Design and Site Evaluation
- Housing Development Finance
- Human Resource Management
- Management Theories and Practices

Law Center Competencies
- Applied Economic Analysis
- Legislative Strategy
- Legislative Structure, Power and Process
- Negotiation
- Workers' Rights

Community Planning and Legal Advocacy Certificate

Community planning and legal advocacy are often linked in the efforts of community or issue groups to develop political power and/or to change policies, proposals or practices which impact a neighborhood or a particular segment of the population. Community planners work with groups of people to articulate goals, develop strategies to meet those goals and design plans for implementation of selected strategies. Legal advocates utilize knowledge of the legal system in working with individuals and groups to influence legal and governmental processes, administrative and legislative, in order to implement change. A combination of these two types of skills and knowledge is particularly useful as government entitlement programs are ended and funds for various community development and service programs are further restricted. Community planners will benefit from an appreciation of the uses and limits of the legal process and system in designing and implementing community strategies. Legal advocates will benefit from an appreciation of how group goals and strategies are developed in order to utilize the law to support the work of community organizing. This curriculum reflects the range of skills and knowledge necessary to both planners and advocates to empower groups to define and achieve community development goals.

Community Planning Competencies

- Concepts of Community
- Community Needs Analysis
- Community Service
- Strategy and Proposal Development I
- Strategy and Proposal Development II

Law Competencies

- Legislative Structure, Power and Process
- Negotiation
- Legal Reasoning
- Legal Research
- Legislative Strategy OR
- Influencing Administrative Agencies

Either Community Planning or Law Competencies

- Evaluation Design OR
- Law and Public Policy Reform OR
- Multi-forum Advocacy

Community Planning and Management Certificate

By demonstrating the four management competencies listed below for the Independent Interest Certificate, students demonstrating the regular Community Planning Certificate (see above for requirements), may complete a seventeen competency career certificate titled Community Planning and Management.

Community Planning Center Competencies

- Financial Management
- Financial Systems for Not-for-Profit Organizations
- Human Resource Management
- Management Theories and Practices

Community Service Management Certificate

In both community planning and management, practitioners work interactively with groups of people to determine need, specify desired outcomes, develop and implement strategies to achieve these outcomes and evaluate the results. In this certificate, students will also demonstrate their ability to compare different models and theories of management, and to manage the work and finances of public and community service organizations.

Community Planning Center Competencies

Level I:
- Community Needs Analysis
- Community Relations & Funding Strategies for Public & Community Agencies
- Community Service
- Concepts of Community
- Financial Systems for Not-for-Profit Organizations
- Human Resource Management
- Management Theories and Practices

Level II:
- Evaluation Design
- Financial Management
- Strategy and Proposal Development I and II (double weight)

Criminal Justice Certificate

This certificate prepares graduates for a broad range of careers within the criminal justice system in areas such as law enforcement, corrections, probation and parole, the courts, and juvenile delinquency. It focuses on understanding the multiple responsibilities--social, legal and ethical--which should be exercised by criminal justice practitioners and the skills needed to administer or manage various parts of the system. The design of the certificate has been guided by the Standards for Criminal Justice Education--Guidelines for College and University-Level Programs of the Northeast Academy of Criminal Justice Sciences.

Career Certificates

Criminal Justice Center Competencies

Level I:
- Criminal Law
- Criminal Justice and Society

Level II:
- Applying Theory to Policy and Practice in Criminal Justice
- Community Involvement in Criminal Justice
- Correctional Institutions and Processes
- Innovations in Police Policy and Management

Level III:
- Issues of Race, Class and Gender in Criminal Justice
- Legal and Moral Dilemmas in Criminal Justice
- Researching Criminal Justice Issues

Electives—choose two from one single area in the following list:

Police:
- Concepts of Community Oriented Policing
- Constitutional Issues in Criminal Justice
- Forensics

Community and Social Problems:
- Analysis of a Social Problem
- The Development of Human Services
- Sociological Practice
- Using Social Psychology
- Working on a Human Service Issue

Human Relations and Public Service:
- Contemporary Families
- Intervention with Groups
- Intervention with Individuals

Planning:
- Community Needs Analysis
- Concepts of Community
- Planning Models and Theories
- Strategy and Proposal Development I and II
  (double-weight, will fulfill both electives)

Law:
- Legal Reasoning
- Substantive Law

Community Conflict Resolution:
- Negotiation
- Dispute Resolution

Management:
- Community Relations and Funding Strategies
- Financial Management
- Human Resource Management
- Management Theories and Practices

Gerontology Certificate

The Bachelor's Degree in Gerontology curriculum emphasizes three main areas reflecting the different career options: social policy, management, and direct services. The following competencies which comprise part of the B.A. degree may be demonstrated through completion of the Frank J Manning Certificate Program.
- Applied Research in Aging
- Concepts of Aging
- Community Service
- Demographics and Economics of Aging
- Influencing Aging Policy
- Working with Elders

In addition students must demonstrate the following competencies:
- Health and Physical Aspects of Aging

and one of the two sets listed below:
- Intervention with Elders I and II OR
- Understanding Gerontological Social Policy I and II

Human Development in Community Certificate

This career certificate is required for CPCS students who intend to gain provisional teacher certification as early childhood or elementary school teachers in Massachusetts, but may be utilized by other students as well. it is designed to give students both an understanding of the complexity of developmental processes within various contexts (home, school and community) and to provide them with the tools to analyze and critique research and theory on human development in community.

Competencies

- Concepts of Community
- Contemporary Families
- Human Development
- Life Stages (Childhood or Adolescence)
- Race and Culture in Human Services
- Theories of Development
- Analysis of a Social Problem OR
- Community Needs Analysis
- Community Service OR
- Working on a Human Service Issue
- Evaluation Design OR
- Research: Issue and Methods

Two of the following three:
- Doing Ethnography
- Sociological Practice
- Using Social Psychology

Human Services Certificate

The certificate consists of the generic knowledge and skills required to perform a variety of activities and tasks in the delivery of human services. Students will demonstrate basic knowledge and skills of all human service work, and the practical skills of intervention, theory and analysis in an area of concentration.

Human Services Center Competencies

Level I:
- Basic Intervention
- Human Development
- Interviewing and Reporting

Level II:
- Development of Human Services
- Race and Culture in Human Services
- Research Issues and Methods

Choose one of the following:
- Analysis of a Social Problem
- Contemporary Families
- Life Stages
- Testing
- Theories of Development

Level III:

Choose two of the following"
- Intervention with Groups
- Intervention with Individuals
- Working on a Human Service Issue

Electives—choose two of the following:
any competency listed above not already chosen, or

Community Planning Center Competencies

- Community Relations & Funding Strategies for Public & Community Agencies
- Human Resource Management
- Management Theories and Practices
- Strategy and Proposal Development I & II
  (If chosen, this double weighted competency will comprise both electives.)

Career Certificates

Human Services Advocacy Certificate

There are many points of connection between the legal system and other institutions concerned with people and their problems. These institutions include mental hospitals, drug programs, residential facilities for juvenile delinquents, and many others. Thus, many work roles involve both legal skills and skills of interpersonal support and intervention. A client advocate in a diversion program is one example of this combination; so too is a probation officer or a court screener working with the mentally retarded.

Human Services Center Competencies

- Basic Intervention
- Human Development
- Interviewing and Reporting Information
- Race and Culture in Human Services
- Research: Issues and Methods

Law Center Competencies

- Legal Research
- Legal Reasoning
- Legislative Structure, Power and Process
- Negotiation

Choose one set:

- Administrative Advocacy
- Law and Public Policy Reform OR
- Analysis of a Social Problem (Human Services) AND
- Legal Strategy
- Legislative Strategy OR
- Influencing Administrative Agencies

Human Services in Criminal Justice Certificate

There are many points where the criminal justice system and human services must work together. In fact, more than eighty-five percent of all convicted first time offenders become involved in human services through the criminal justice system. Moreover, human services are usually provided or required as an alternative to incarceration or as a condition of probation or parole. Individuals who work with those adjudicated through the system need skills and knowledge of both human services and criminal justice to effectively serve their clients.

Human Services Center Competencies

- Interviewing and Reporting
- Basic Intervention
- Race and Culture in Human Services

Choose two of the following human services competencies:

- Development of Human Services
- Intervention with Individuals
- Intervention with Groups
- Analysis of a Social Problem

Criminal Justice Center Competencies:

- Applying Theory to Policy and Practice in Criminal Justice
- Crime, Justice, and Society
- Legal and Moral Dilemmas in Criminal Justice
- Researching Criminal Justice Issues

One of the following Criminal Justice Competencies:

- Community Involvement in Criminal Justice
- Criminal Law

Human Services Planning Certificate

This certificate is designed for students who have an interest in or already have experience in planning, organizing or advocating for human services. It combines the requirements of demonstrating some knowledge and experience in direct human services work with skills in analyzing and documenting the needs for services, developing appropriate plans to get programs set up, understanding planning principles and theories, and being able to evaluate whether the programs work.

Community Planning Center Competencies

- Concepts of Community
- Community Needs Analysis
- Planning Models and Theories
- Strategy and Proposal Development I & II (double weight)

Human Service Center:

- Basic Intervention
- Interviewing and Reporting Information
- Race and Culture in Human Services

Choose one from each set:

Community Planning Center Competencies

- Community Service
- Evaluation Design OR
- Human Services Center Competencies
- Intervention with Groups
- Research: Issues and Methods
- Working on a Human Service Issue

Labor Studies Certificates

The Labor Studies Program offers four certificate options to students who are interested in the world of work and the worker. Different certificates focus on legal and advocacy issues, strategic planning, administration, or adult education. Graduates of the program now serve as elected and appointed union officials, union staff, labor law paralegals, legislative aides, and community organizers.

All four options include these required Law Center competencies:

- Legal Reasoning
- Negotiation
- Workers' Rights

Option 1: Worker Advocacy and Labor Law

This option provides the student with a firm grounding in the basic skills and problems involved in using the law to advocate for working people in arbitration and before government agencies.

Law Center Competencies

- Administrative Advocacy
- Mediation and Arbitration
- Substantive Law I

Choose five of the following:

- Analyzing Bargaining Strategies
- Analyzing Organizing Strategies (Community Planning Center)
- History of Law
- Implementation of the Law
- Influencing Administrative Agencies
- Legal Research
- Legal Strategy
- Legislative Strategy
- Legislative Structure, Power and Process
- Substantive Law II
- Substantive Law III
- Values in the Law

Option 2: Labor Studies and Strategic Planning for Workers and Their Unions

This option assists labor activists and leaders to develop the skills required for strategic thinking, research and economic analysis. This option also assists students to become labor leaders who are far-sighted about planning and strategizing for their unions.

Law Center Competencies

- Analyzing Bargaining Strategies

Community Planning Center Competencies

- Analyzing Organizing Strategies
- Community Needs Analysis
- Concepts of Community
- Strategy and Proposal Development I & II (double weight)

Choose two of the following:

- Community Impact Assessment
- Community Service
- Evaluation Design
- Strategies for Economic Development
- Economic Literacy (General Center)

Option 3: Labor Studies and Union Administration

Students who are or aspire to be union officers or staff will acquire skills needed to provide leadership and effective management for their organization.

Law Center Competencies

- Administrative Advocacy OR
- Mediation and Arbitration

Community Planning Center Competencies

- Financial Systems for Not-for-Profit Organizations
- Human Resource Management
- Management Theories and Practices

Career Certificates

Choose three of the following:
- Community Needs Analysis
- Community Relations & Funding Strategies for Public & Community Agencies
- Evaluation Design
- Financial Management
- Strategy and Proposal Development I & II (double weight)

Choose one of the following:

Law Center Competency
- Analyzing Bargaining Strategies

Community Planning Center Competency
- Analyzing Organizing Strategies

Option 4: Adult Education for Working People

Students who are interested in providing union-sponsored or community-based worker education will acquire the needed skills through this option.

Adult Training and Development Competencies:
- Adult Training Needs
- Designing a Training Needs Curriculum
- Training Adults
- Evaluating a Training Sequence for Adults

Human Services Center:
- Life Stages (Adults)
- Theories of Development

Community Planning Center Competencies

Choose two of the following:
- Community Needs Analysis
- Community Relations & Funding Strategies for Public & Community Agencies
- Concepts of Community
- Strategy and Proposal Development I & II (double weight)

Legal Education Services Certificate

The primary focus of this certificate is advocacy: how to present the best case and how to document it with persuasive evidence. Students who have completed the Law Certificate now work in a variety of jobs. Many are paralegals with law offices and agencies and for low- and middle-income families and individuals in areas such as housing, family law and other matters. Others help young people in trouble with the law. Still others advise mental patients about their rights, and yet others administer government programs.

Law Center Competencies

Level I:
- Legislative Structure, Power and Process
- Negotiation

Level II:
- Legal Reasoning
- Legal Research
- Substantive Law

Choose one of the following:
- Access to Legal Institutions
- Dispute Resolution
- Ethics of Role
- History of Law
- Implementation of the Law
- Values in the Law

Level III:
- Research Analysis

Choose either Option A or Option B

Option A:
- Administrative Advocacy OR
- Court Procedure
- Legal Strategy OR
- Multi-forum Advocacy

Option B:
- Legislative Strategy OR
- Influencing Administrative Agencies
- Law and Public Policy OR
- Multi-forum Advocacy

Electives—Choose two of the following:
any competency listed above not already chosen , OR:
- Community Legal Education
- Court Politics
- Legal Interviewing and Investigation
- Mediation and Arbitration
- Substantive Law II
- Substantive Law III
- Workers' Rights

Legal Practice in Criminal Justice Certificate

There are a growing number of policies enacted into law to protect the public interest or individuals or groups at risk. Many of these laws rely on criminal sanctions to secure compliance. Examples of these are found in the areas of consumer and environmental protection, domestic abuse prevention, employment rights, child support enforcement and civil rights. This certificate is designed for students who wish to serve the community be becoming actively involved in these issues. Its purpose is to produce graduates with the advocacy skills and knowledge of the system which will enable them to participate effectively in the development and enforcement of such policies.

Criminal Justice Center Competencies

- Crime, Justice and Society
- Criminal Law (or Substantive Law in area to be approved by Centers)
- Constitutional Issues in Criminal Justice
- Issues of Race, Class and Gender in Criminal Justice
- Legal and Moral Dilemmas in Criminal Justice

Law Center Competencies

- Legal Reasoning
- Legal Research
- Negotiation
- Research Analysis

Choose one of the following three options:
Option A: Agency Practice
- Administrative Agencies OR
- Influencing Administrative Agencies
- Legal Strategy

Option B: Legislative Practice
- Legislative Strategy
- Legislative Structure, Power and Process

Option C: Court Practice:
- Court Procedure

Criminal Justice Center Competency

- Forensics

Management of Human Services Certificate

In Massachusetts today, about 3,500 community-based agencies provide a range of mental health and social services to children, adults and older adults. Many of these agencies are new and relatively small and inexperienced. They have lots of problems in managing financial, providing adequate staff supervision, and showing that they are meeting the goals for which they were funded. These agencies must have good management to survive. At the same time, sound treatment techniques and attitudes about the human problems they try to address are equally critical. This certificate gives a solid background in the areas of both management and direct service, especially for those working in small agencies where staff members perform several roles, administrative as well as treatment oriented.

Community Planning Center Competencies

- Financial Systems for Not-for-Profit Organizations
- Human Resource Management
- Management Theories and Practices

Choose one set of two competencies:

- Community Needs Analysis

- Community Relations & Funding Strategies for Public & Community Agencies

OR

- Strategy and Proposal Development I & II (double weight)

Human Services Center Competencies

- Basic Intervention
- Development of Human Service
- Human Development
- Interviewing and Reporting
- Race and Culture in Human Services

Choose one of the following:

Community Planning Center Competency

- Evaluation Design or

Human Services Center Competency

- Research: Issues and Methods

Career Certificates

Management of Legal Institutions Certificate

The ability to run organizations providing legal services is an increasingly recognized skill. This certificate focuses on developing the capability to take administrative responsibility in agencies that provide legal services (e.g., law offices, courts, diversion programs, drug programs).

Community Planning Center Competencies

- Financial Systems for Not-for-Profit Organizations
- Human Resource Management
- Management Theories and Practices

Choose one of the following:
- Community Relations & Funding Strategies for Public & Community Agencies
- Evaluation Design
- Financial Management

Law Center Competencies

- Legal Reasoning
- Legal Research
- Legislative Structure, Power and Process
- Negotiation

Choose one of the following:
- Research Analysis
- Substantive Law
- Values in the Law

Choose one set of the following:
- Administrative Advocacy
- Legal Strategy, or
- Law and Public Policy Reform
- Influencing Administrative Agencies OR • Legislative Strategy

Graduate Programs and Freestanding Certificates

In addition to its wide range of undergraduate degree programs, the College of Public and Community Service offers a number of freestanding certificates and graduate degrees.

Freestanding Certificates in Gerontology

Frank J. Manning Certificate in Gerontology

The six-competency Manning Certificate emphasizes three main areas reflecting the different career options open to individuals completing the certificate: social policy, management, and direct services. The competencies included in the Manning Certificate are:

Working with Elders
- Concepts of Aging
- Demographics and Economics of Aging
- Influencing Aging Policy
- Applied Research in Aging
- Community Service

The Gerontological Social Policy Certificate

This program offers students an opportunity to study in depth the history, development, and application of a particular social policy within the field of aging. To be eligible for this certificate, students must have completed the Manning Certificate. Each year, several different policy issues are selected, and experts in those policy areas are contracted to teach courses addressing the competencies listed below in a two-semester program. Students are also required to participate in a project applying their knowledge to influence change in that social policy. Social policies which have been examined in the past have included income supports for older women, health care policy for the elderly, housing policy and the development of community projects and intergenerational issues and programs.

Competencies
- Understanding Gerontological Social Policy I
- Understanding Gerontological Social Policy II
- History of a Social Policy in Aging
- Working on a Gerontological Social Issue
- Strategies for Influencing Change in an Aging Society

Freestanding Certificates in Law and Labor Studies

The Law Certificate

The Law Certificate offers a certificate program for students who may already have a Bachelor's degree or do not wish to pursue one at this time. The Law Certificate is a twelve competency program designed to introduce students to many issues in legal services delivery and to provide them with skills necessary to work as advocates/paralegals in a variety of settings.

Competencies (All required)
- Public & Community Services
- Legal Reasoning
- Legal Research
- Negotiation
- Legislative Structure, Power & Process
- Values in the Law (or substitute, see below)
- Substantive Law I
- Research Analysis

Choose one set:
- Administrative Advocacy
- Legal Strategy or Multi-Forum Advocacy

or
- Law and Public Policy or Multi-Forum Advocacy
- Legislative Strategy or Influencing Admin. Agencies

Choose two electives:

(Note: For electives, students may choose from the following list or may do any competencies listed above and not addressed as part of their requirements.)
- Court Procedure
- Community Legal Education
- Substantive Law II, III
- Income Maximization
- Workers' Rights
- Mediation & Arbitration
- Court Politics
- Legal Interviewing & Investigation
- Conflict Resolution
- Investigation

The following competencies may be substituted for the Values in the Law requirement or may be used as electives:

- **Ethics of Role**
  - Implementation of Law
  - Access to Legal Institutions
  - History of Law

Career Certificates

The Worker Advocacy and Labor Law Certificate

The Worker Advocacy and Labor Law Certificate provides the student with a firm grounding in the basic skills and problems involved in using the law to advocate for working people in arbitration and before government agencies.

Law Center Competencies

- Legal Reasoning
- Negotiation
- Workers' Rights
- Administrative Advocacy
- Mediation and Arbitration
- Substantive Law I

Choose five of the following:

- Analyzing Bargaining Strategies
- Analyzing Organizing Strategies (Community Planning Center)
- History of Law
- Implementation of the Law
- Influencing Administrative Agencies
- Legal Research
- Legal Strategy
- Legislative Strategy
- Legislative Structure, Power and Process
- Substantive Law II
- Substantive Law III
- Values in the Law

Administrative Officers and Faculty

Office of the Dean

Ismael Ramirez-Soto, JD, EdD, Dean
Reebee Garofalo, EdD, Associate Dean
Marian Darlington-Hope, MA
Assistant Dean, Urban Programs and Planning
Evelyn Wong, BA
Assistant Dean, Administrative Finance
Sarah Bartlett, MA, Assistant Dean, Student Services
Evonne Hill-Shepard, BA
Director, College Services
Margaret Roberts, EdM, Data Analyst
Kimberly Burke
Coordinator of Academic Records

Center Heads

Constance Chan, PhD, Human Services Center
Phyllis Freeman, JD
Legal Education Services Center
Paul A Klein, PhD
Applied Language and Mathematics Center
Anna Madison, PhD, Graduate Program in Human Services
David Matz, JD, Graduate Programs in Dispute Resolution
Pat Reeve, PhD, Labor Studies Program
Nina M. Silverstein, PhD, Gerontology Center
Clark Taylor, PhD, General Center

Faculty

Luis Aponte-Pares, B Architecture, *Catholic University,* MS Architecture, PhD, Urban Planning, *Columbia University*, Assistant Professor

Joan Arches, BA, MSW, PhD, *Boston University*, Assistant Professor

Carolyne Arnold, BA, *Mills College,* MSW, *Howard University,* MS, DSc, *Harvard School of Public Health,* Associate Professor

Ellen A Bruce, BA, *Wellesley College*, JD, *Northeastern University,* Adjunct Professor

Jennifer Caldwell, BS, *Northern Illinois Universtiy,* MS, PhD, *University of Illinois,* Assistant Professor

Elba Caraballo, BA, *Curry College,* MA, *Boston University,* MSW, *Boston University,* PhD, *Brandeis University,* Assistant Professor

Francis G Caro, BS, *Marquette University,* PhD, *University of Minnesota,* Professor

Constance Chan, AB, *Princeton University,* MA, *Boston University,* PhD, *Boston University,* Associate Professor

Quentin Chavous, BA, MA, PhD, *Ohio State University,* Associate Professor

Yung-Ping Chen, BA, *National Taiwan University*, MA, PhD, *University of Washington*, Professor

Margaret A Colo, BA, *Westfield State College*, MA, *Wichita State University,* PhD, *Brown University,* Assistant Professor

Joan Ecklein, BA, *University of Michigan*, MA, *Radcliffe College*, PhD, *Harvard University*, Professor

Salazar Ferro, BS,MS,PhD *Coimbra University,* EdD, *Boston University*, Assistant Professor

Carroy Ferguson, BA, *Bowdoin College*, MA, PhD, *Boston College,* Assistant Professor

Walter Fox Tree, BS, *Tufts University*, MA, *Harvard University*, Diploma, *School of the Boston Museum of Fine Arts*, Assistant Professor

Marilyn Frankenstein, BS, MA, *Brooklyn College*, Professor

Phyllis Freeman, BA, *State University of New York, Old Westbury*, JD, *Northeastern University*, Professor

Reebee Garofalo, BA, *Yale University*, EdD, *Harvard University*, Professor

Gerald R Garrett, BA, *Whitman College*, MA, PhD, *Washington State University,* Professor

Lisa Gonsalves, BA, MA, *University of Massachusetts,* Lecturer

James Green, BA, *Northwestern University*, PhD, *Yale University*, Professor

Philip Hart, BA, *University of Colorado*, MA, PhD, *Michigan State University*, Professor

Robert Hayden, BA, MA, *Boston University*, Lecturer

Herman Hemingway, BA, *Brandeis University*, JD, *Suffolk University*, Professor

William M Holmes, BA, *California State University, Long Beach*, MA, PhD, *Ohio State University,* Visiting Associate Professor

Bradley Honoroff, BA, JD, *Harvard University*, Associate Professor

James Jennings, BA, *Hunter College,* MA, MPhil, PhD, *Columbia University*, Professor

Marie Kennedy, AB, *University of California at Berkeley*, MArch, *Harvard University*, Associate Professor

Paul Klein, BS, *Wilkes College*, MA, *Rutgers University*, PhD, *Pennsylvania State University*, Professor

Andrew Leong, BA, JD, *Boston College*, Assistant Professor

Miller Lovett, BS, BA, STB, PhD, *Boston University*, Associate Professor

Anna Madison, BA, *Howard University*, PhD, *University of Southern California*, Assistant Professor

David Matz, BA, *Brandeis University*, JD, *Harvard University*, Professor

Faculty

Terrence McLarney, AB, *College of the Holy Cross*, JD, *Columbia University*, Associate Professor

Sylvia Mignon, BA, MSW, PhD, *Northeastern University*, Assistant Professor

Christopher Nteta, BA, *Rhodes University*, BD, ThM, *Harvard University*, Professor

Susan Opotow, PhD, *Columbia University,* Associate Professor

Barry Phillips, BA, Oberlin College, MA, PhD, University of Connecticut, Assistant Professor

Frank Porell, BS, PhD, Carnegie-Mellon University, Professor

Gina Prenowitz, BA, *Cornell University*, PhD, *Boston College*, Lecturer

Ismael Ramirez-Soto, BS, *University of Hartford,* JD, *University of Puerto Rico*,EdD, *University of Massachusetts Amherst*, Dean

Margaret Rhodes, BA, *Stanford University*, PhD, *Brandeis University*, Associate Professor

Ralph Rivera, BA, *University of Puerto Rico*, MSW, *Boston University*, PhD, *Brandeis University*, Assistant Professor

David Rubin, BA, MA, *Northwestern University*, MA, PhD, *Brandeis University*, Associate Professor

Nina M Silverstein, BS, *University of Illinois, Urbana*, PhD, *Brandeis University,* Lecturer

Gary Siperstein, BA, *Pennsylvania State University*, PhD, *Yeshiva University*, Professor

Marian Spencer, BS, NS, CAGS, *Boston University,* Lecturer,

Emilie D Steele, BA, *Barnard College*, EdM, EdD, *Harvard University*, Associate Professor

Ascadet Stefanos, BA, *Howard University,* MA, *Harvard University,* PhD, *Harvard University*, Assistant Professor

Victoria Steinitz, BA, *Tufts University*, MA, *Cornell University*, PhD, *Harvard University*, Associate Professor

Michael Stone, AB, *University of California*, Los Angeles, PhD, *Princeton University*, Professor

Clark Taylor, BA, *dePauw University*, BD, *Evangelical Theological Seminary*, MCRP, PhD, *Rutgers University*, Associate Professor

Andres Torres, BBA, *Manhattan College*, MA, *New York University*, PhD, *The New School*, Associate Professor

Barbara F Turner, BA, *Antioch College*, MA, *DePaul University*, PhD, *University of Chicago*, Professor

Carole Upshur, AB, *University of Southern California*, EdM, EdD, *Harvard University*, Professor

Miren Uriarte, BA, *University of Florida*, MSW, *Boston College*, PhD, *Boston University*, Associate Professor

Robert S Weiss, BA, *University of Buffalo,* MA, PhD, *University of Michigan*, Gerontology Fellow

Eben Weitzman, PhD, *Columbia University,* Assistant Professor

Ann Withorn, BA, *Florida State College*, MA, *Harvard University*, PhD, *Brandeis University*, Professor

Bette Woody, BA, *Antioch College*, MS, *Columbia University*, PhD, *Massachusetts Institute of Technology*, Associate Professor

Raul Ybarra, BS, MA, *California State University, Fresno*, Lecturer

Undergraduate Teacher Education Program

The Program

The Undergraduate Teacher Education Program offers a four-semester sequence of education courses and field work, which meet the requirements for state certification at the early childhood (N-3), elementary (1-6), middle (5-9), and secondary (9-12) levels.

To receive a "Provisional Educator Certificate of Eligibility with Advanced Standing," students must

1) complete an undergraduate major in one of the liberal arts or sciences;
2) complete the Undergraduate Teacher Education Program;
3) pass a test to be established by the Commonwealth's Board of Education to determine English writing proficiency and competency in the field(s) of knowledge required by the certificate.

The Provisional Educator Certificate of Eligibility with Advanced Standing qualifies one for employment as a teacher for a period of five years. The next step, full or "Standard" certification is achieved through completion of a master's degree program or an equivalent program sponsored by the district in which one is employed. The Standard certification will be renewable every five years.

The Undergraduate Teacher Education Program emphasizes a broad understanding of education and schools in their social contexts; an appreciation of racial, cultural, developmental, and other kinds of diversity; and a commitment to the effective teaching of students with a variety of leaming styles. In addition to receiving rigorous preparation in subject-matter fields, students develop their ability to apply pedagogical theory to practice and to reflect on teaching practice in the light of theory. Students also address the general range of issues that define the particular opportunities and challenges offered by urban schools and their students.

Program Requirements

Students complete both

1. a major in the College of Arts and Sciences or the College of Public and Community Service, and
2. from 30 to 33 credits in the Undergraduate Teacher Education Program. The number of required courses will vary according to level—early childhood, elementary, middle, or secondary. Each student's program of courses in teacher preparation has this general outline:

Foundations Course
"Schooling in Modern Urban Contexts" provides the opportunity for consideration of the purposes and content of education in the context of contemporary urban life. In examining some of the ways in which these issues can be and have been approached, students inquire into historical, sociological, cross-cultural, and philosophical work on education and schooling.

Pre-practicum Field Experiences
Early on-site experiences in observing, assisting, and teaching in the schools allow students to test their interest in teaching, to begin to apply theory to practice, and to develop powers of reflection and problem-solving. The two pre-practica are offered in conjunction with specific courses to facilitate the making of connections between theory and classroom realities.

Pedagogy
A series of courses requires students to inquire into the nature of leaming and teaching for different ages and ability levels, in different subject areas. Students are called on to reflect critically on their own learning, and to become familiar with research findings on the development of concepts and skills in children and on the effectiveness of different modes of instruction. They design curricula and explore a variety of ways to assess student learning, and to use assessment as a means of improving instruction.

Final Practicum
The program concludes with the requirement of a full semester of student teaching in the schools. Students spend five days a week in their school placement and attend an accompanying seminar at the University. Toward the end of the semester, they are expected to take on the full responsibilities of the practicing teacher.

General Education Requirements

CAS students interested in teacher certification are advised to select their general education distribution courses according to the following pattern:

The Arts: Two courses, at least one of which must be in art or music.

Historical and Cultural Studies: Two courses —one in United States history or government, and one focused on a second culture.

Mathematics and Computer Science: One course at the level of Math 110 Basic Algebra or above.

Natural Sciences: One course, preferably one that requires a lab.

Social and Behavioral Sciences: Two courses in psychology are prerequisites to the program. Students take Psych 101 (Introduction to Psychology), and either Psych 241 (Infancy and Childhood Development)—for those interested in the early childhood or elementary level, or Psychology 242 (Adolescence)—for those interested in the middle or secondary level.

Students in the College of Public and Community Service should consult with the College's education advisor prior to completing their learning plan for general education and for their other work in the College's academic centers.

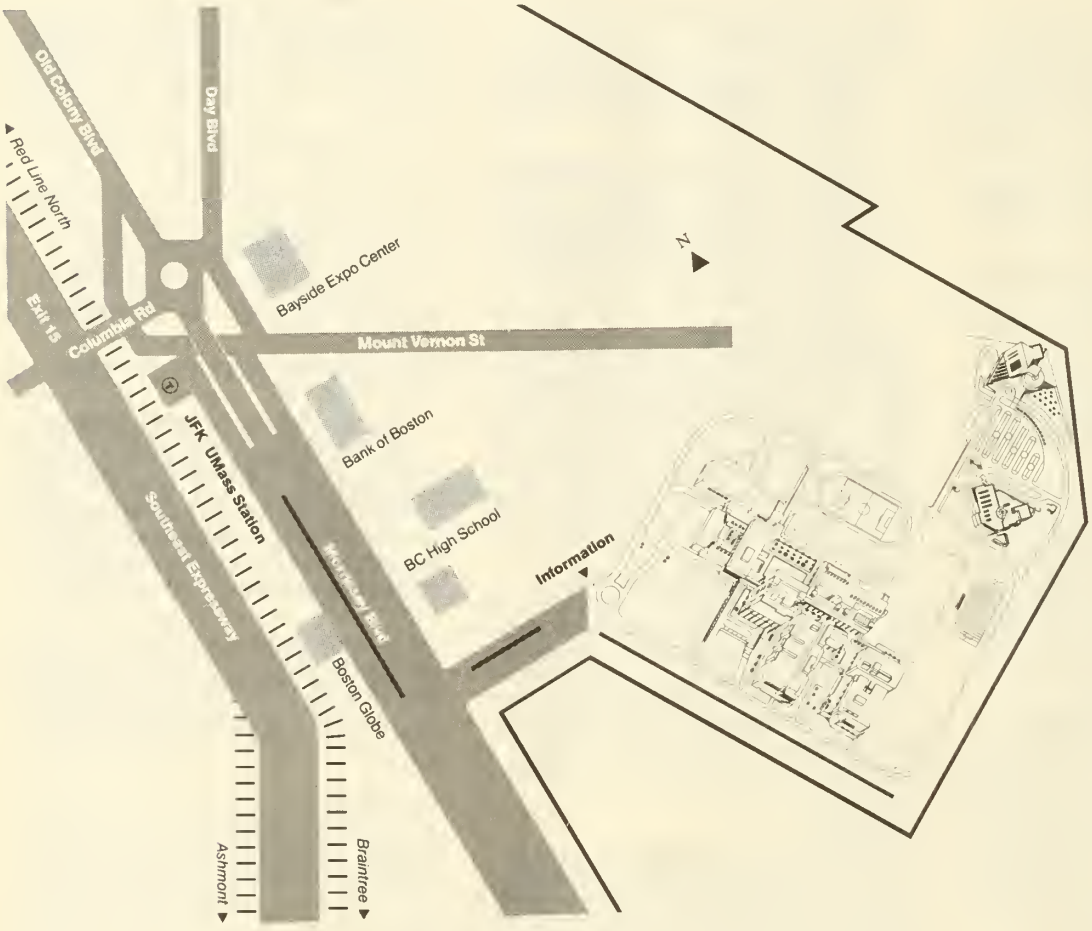
Admission

Students are eligible to apply to the Undergraduate Teacher Education Program during the semester they are completing the first half of their requirements for the BS or BA degree. Students in the College of Arts and Sciences must have a minimum GPA of 2.75. Students in the College of Public and Community Service should meet with their college's teacher preparation liaison for a transcript review prior to submitting an application.

Students who wish to enter the program in the fall semester should apply during the preceding spring semester, no later than April 15th. Students who wish to enter the program in the spring should apply during the preceding fall semester, no later than November 15th. Applicants will be notified of the decisions of the admissions committee prior to the start of preregistration in any given semester. Applications will be accepted after the deadline dates as long as space is available. Applications are available at the program office (W/2/142-8) and at the University Advising Center (M/3/625).

For further information: contact the program office (287-7610) or the office of the program director (287-7629). Students interested in teacher certification in physical education should see "Human Performance and Fitness Program" in the College of Nursing section of this publication.

UMass Boston
Road Map and Directions to Campus



UMass Boston is only three miles from downtown Boston and is easily accessible by public or private transportation.

By car from the north or west: Take the Southeast Expressway to exit 15 (JFK Library/South Boston/Dorchester) and follow the University of Massachusetts signs along Columbia Road and Morrissey Boulevard to the campus. By car from the south: Take the Southeast Expressway to exit 14 (JFK Library/ Morrissey Boulevard) and follow Morrissey Boulevard northward to the campus.

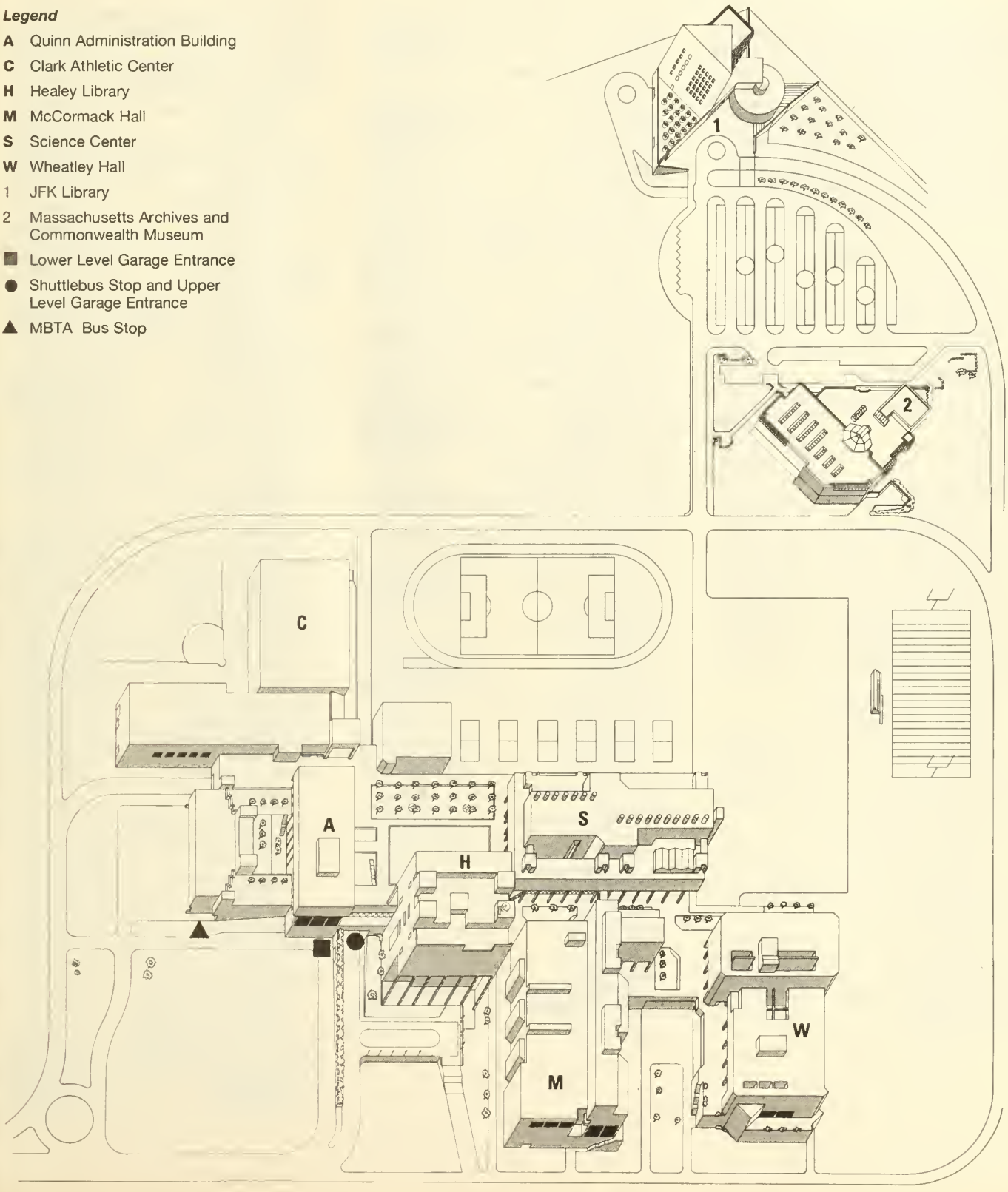
On the MBTA: Take Red Line to JFK/UMass Station. A free shuttlebus will carry you from the "T" parking lot to the campus. MBTA buses following Route 16 (rush hour only) and Route 8 also stop at the campus.

Campus parking facilities: Indoor and outdoor space is available.

UMass Boston Campus Map

Legend

- **A** Quinn Administration Building
- **C** Clark Athletic Center
- **H** Healey Library
- **M** McCormack Hall
- **S** Science Center
- **W** Wheatley Hall
- 1 JFK Library
- 2 Massachusetts Archives and Commonwealth Museum
- ■ Lower Level Garage Entrance
- ● Shuttlebus Stop and Upper Level Garage Entrance
- ▲ MBTA Bus Stop



Telephone Directory

Please note: This directory is for the use of undergraduate students and prospective students, and therefore includes only a partial listing of University departments and offices. The complete University directory of departments, offices, faculty, and staff is issued by the University's Telecommunications Office. The University's academic units are abbreviated below as follows: the College of Arts and Sciences (CAS); the College of Management (CM); the College of Nursing (CN); the College of Public and Community Service (CPCS); the Graduate College of Education (GCOE).

Information and Services for Students

Academic Support Programs (CAS)	617 287-6550
Adaptive Computer Lab	617 287-5227
Admission Guaranteed Program	617 287-5830
Admissions Information Service	617 287-6000
Admissions, Undergraduate	617 287-6100
Art Gallery	617 287-7988
Athletics	617 287-7800
Bookstore	617 287-5090
Bursar	617 287-5350
Campus Ministry (Student Affairs)	617 287-5800
Campus Police (Public Safety Office)	617 287-7799
Career Resource Library	617 287-5429
Career Services (University Advising Center)	617 287-5519
CAS: General Information	617 287-6500
CM: General Information	617 287-7760
CN: General Information	617 287-7500
CPCS: General Information	617 287-7100
Child Care Center	617 287-6195
College Preparatory Program (Upward Bound College Preparatory Program)	617 287-5845
Computing Services	617 287-5200
Computer Store	617 287-5270
Continuing Education	617 287-7900
Core Curriculum Office (CAS)	617 287-6330
Directions in Student Potential (DSP) (Academic Support Programs)	617 287-6550
Disability Services: Ross Center	617 287-7430
English Language Studies	617 287-7941
Graduate Study: Dean's Office	617 287-5700
Financial Aid	617 287-6300
Harbor Gallery	617 287-7988
Health Promotion Program	617 287-5685
Health Service	617 287-5660
Help, Emergency	911
Housing Referral Service	617 287-6011
Human Resources	617 287-5150
ID Office	617 287-7957
International Exchange (Division of Global Studies)	617 287-3960
Joiner Center	617 287-5850
Language Lab	617 287-5970
Library Information	617 287-5902
Mass Media	617 287-7990
Mathematics Resource Center	617 287-6486
McNair Fellowship Program	617 287-5780
Mental Health Counseling	617 287-5690
Merit-Based Scholarship Office	617 287-6126
Placement Examinations	617 287-5522
Police, Emergency	911
Project Reach	617 287-7390
Project Reach, TDD/TTY	617 287-7395
Public Safety Office (Campus Police)	617 287-7799
Registrar	617 287-6200
Student Life Office	617 287-7950
Student Senate	617 287-7970
Student Support Services	617 287-5820
Undergraduate Teacher Education Program	617 287-7610
University Advising Center	617 287-5500
Upward Bound College Preparatory Program	617 287-5845
Upward Bound Math Science Initiative Program	617 326-3700
Urban Scholars Program	617 287-5830
Veterans Affairs	617 287-5875
Veterans Upward Bound Program	617 287-5870
Watermark	617 287-7960
Wits' End Cafe	617 287-7987
Writing Proficiency Exam	617 287-6330
WUMB Radio	617 287-6900
Year of Study in Paris Program	617 287-7568
Yearbook Office	617 287-7947

TDD/TTY Numbers

Admissions Information Service	617 287-6010
Affirmative Action and Multicultural Affairs	617 287-3930
Disability Services	617 287-7436
Financial Aid Services	617 287-3932
Project Reach Service	617 287-7395
Public Safety (Campus Police)	617 287-3933
Telecommunications	617 287-3933

Academic Departments and Programs
College of Arts and Sciences (CAS)

Academic Skills Program	617 287-6550
Africana Studies Department	617 287-6790
Alcohol and Substance Abuse Program (Sociology Department)	617 287-6250
American Studies Program	617 287-6770
Anthropology Department	617 287-6850
Art Department	617 287-5730
Biobehavioral Studies Program (Department of Biology)	617 287-6600
Biochemistry Major	617 287-6146
Biology Department	617 287-6600
Biology of Human Populations Program (Department of Biology)	617 287-6600
Chemistry Department	617 287-6130
Chinese (Modern Languages Department)	617 287-7570
Classics Department	617 287-6120
Collegiate Seminars	617 287-6330
Communication and Theatre Arts, Division of	617 287-5640
Communication Studies Program	617 287-5640
Computer Science Programs (Mathematics and Computer Science Department)	617 287-6440
Creative Writing Program (English Department)	617 287-6700
Criminal Justice Major (Sociology Department)	617 287-6250
Earth and Geographic Science Department	617 287-5280
East Asian Studies Program	617 287-6125
Economics Department	617 287-6950
Engineering Program	617 287-6430
Engineering Physics (Physics Department)	617 287-6050
English Department	617 287-6700
English as a Second Language (English Department)	617 287-6700
European Studies Program (Modern Languages Department)	617 287-7570
Environmental Studies Program	617 287-5778
French (Modern Languages Department)	617 287-7570
Freshman Studies Program (Core Curriculum Office)	617 287-6330
Geographic Information Technologies Program (Eatrth and Geographic Science Department)	617 287-5280
German Studies (Modern Languages Department)	617 287-7570
Hispanic Studies Department	617 287-7550

Telephone Directory

History Department	617 287-6860
Honors Program (CAS)	617 287-5520
Hydrogeology Program (Geography Department)	617 287-5280
International Relations Program	617 287-6941
Irish Studies Program	617 287-6752
Italian (Modern Languages Department)	617 287-7570
Japanese (Modern Languages Department)	617 287-7570
Latin American Studies Program (Hispanic Studies Department)	617 287-7550
Linguistics Program (English Department)	617 287-6700
Mathematics and Computer Science Department	617 287-6440
Modern Languages Department	617 287-7570
Music Department	617 287-6980
New England Historical Archaeology Program (Anthropology Department)	617 287-6850
New England Prehistoric Archaeology Program (Anthropology Department)	617 287-6850
Philosophy Department	617 287-6530
Philosophy and Law Program (Philosophy Department)	617 287-6530
Physics Department	617 287-6050
Political Science Department	617 287-6920
Portuguese (Hispanic Studies Department)	617 287-7550
Premedical Studies and Health-Related Careers (Advising Center)	617 287-6850
Professional Writing Program (English Department)	617 287-6700
Psychology Department	617 287-6350
Public Policy Program	617 287-6938
Religion (Study of Religion Program)	617 287-5720
Russian Studies (Modern Languages Department)	617 287-7570
Science, Technology, and Values Program (Philosophy Department or Political Science Department)	617 287-6530 617 287-6920
Sociology Department	617 287-6250
Spanish (Hispanic Studies Department)	617 287-7550
Study of Philosophy and Law Program (Philosophy Department)	617 287-6530
Study of Religion Program	617 287-5720
Technical Writing Program (English Department)	617 287-6700
Theatre Arts	617 287-5640
Women's Studies Program	617 287-6780

College of Management (CM)

Accounting and Finance Department	617 287-7670
Management and Marketing Department	617 287-7850
Management Science and Information Systems Department	617 287-7880

College of Nursing (CN)

Human Performance and Fitness Program	617 287-7480
Nursing Program	617 287-7500

College of Public and Community Service (CPCS)

Applied Language and Math Center	617 287-7140
Community Planning Center	617 287-7260
Criminal Justice and Public Safety Center	617 287-7380
General Education Center	617 287-7350
Gerontology Center	617 287-7330
Human Services Center	617 287-7230
Labor Studies Program	617 287-7370
Legal Education Services Center	617 287-7370

Undergraduate Teacher Education Program

Undergraduate Teacher Education Program	617 287-7610

Graduate Study

American Civilization	617 287-6770
Bilingual Education	617 287-5760
Biology	617 287-6641
Biotechnology and Biomedical Science	617 287-6641
Business Administration (MBA)	617 287-7720
Chemistry	617 287-6130
Clinical Psychology	617 287-6340
Computer Science	617 287-6441
Counselor Training	617 287-7617
Critical and Creative Thinking	617 287-6520
Dispute Resolution	617 287-7370
Education (EdD)	617 287-7601
Education, Elementary and Secondary (MEd)	617 287-7625
Educational Administration	617 287-7611
English	617 287-6700
English as a Second Language Studies	617 287-5760
Environmental Biology (Biology)	617 287-6641
Environmental Sciences	617 287-7440
Gerontology	617 287-7330
History	617 287-6860
Human Services	617 287-7225
Instructional Design	617 287-5980
Nursing	617 287-7500
Physics, Applied	617 287-6050
Public Affairs	617 287-5550
Public Policy	617 287-6938
School Psychology	617 287-7600
Sociology, Applied	617 287-6250
Special Education	617 287-7620
Women In Politics and Government	617 287-7936

Administrative Offices

Affirmative Action and Multicultural Affairs	617 287-5180
Alumni Affairs	617 287-5330
Chancellor's Office	617 287-6800
College of Arts and Sciences (CAS) Dean	617 287-6500
College of Management (CM) Dean	617 287-7700
College of Nursing (CN) Dean	617 287-7500
College of Public and Community Service (CPCS) Dean	617 287-7100
Graduate Admissions Office	617 287-6400
Graduate College of Education (GCOE) Dean	617 287-7606
Personnel (Human Resources)	617 287-5150
Provost's Office	617 287-5600
Undergraduate Teacher Certification Program	617 287-7610

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The University's academic units are abbreviated in this index as follows: CAS (College of Arts and Sciences); CM (College of Management); CN (College of Nursing); CPCS (College of Public and Community Service), GCOE (Graduate College of Education).

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University of Massachusetts Boston

Applying for Admission to Undergraduate Programs

We are delighted by your interest in UMass Boston. To apply for admission, please complete the application form at the back of this publication (pages E through H) and return it with all required enclosures; be sure to have all required credentials submitted as well. You should use this application form only if you wish to enroll in an undergraduate degree program. If you wish to enter a certificate program or enroll as a non-degree-seeking student, please call the University's Admissions Information Service at 617 287-6000 for information about how to do so. If you need any assistance with the application process, or if you wish to learn more about our academic programs, we invite you to attend one of our admissions information seminars. For times and locations of the seminars, call 617 287-6000.

When to Apply

When processing most undergraduate applications, UMass Boston follows a "rolling admissions" policy. This means that, once your application is complete, it will be evaluated and you will be notified of our admission decision as soon as possible.

You should also know that your application will not be considered complete until the Undergraduate Admissions Office has received your application form (entirely filled out and signed), your admissions essays and any other required enclosures, your application fee, and all required credentials such as transcripts and test scores.

Applications for each academic program are normally considered as long as space is available in that program for the upcoming semester. Because space in the program of your choice may be limited, we encourage you to apply as early as you can. Please note that the priority application dates in the following lists are subject to change. To confirm any date, please call 617-287-6000.

Priority Application Dates for Spring Enrollment

- College of Arts and Sciences — December 1
- College of Management — December 1
- College of Nursing (registered nurses only) — December 1
- Human Performance and Fitness Program (of the College of Nursing) — December 1
- College of Public and Community Service — December 1

Priority Application Dates for Fall Enrollment

- College of Arts and Sciences — March 1
- College of Management — March 1
- College of Nursing — March 1
- Human Performance and Fitness Program (of the College of Nursing) — March 1
- College of Public and Community Service — July 1

The dates listed above are priority application dates. Space will normally be available in the program of your choice if you apply by the date given for that program. If you apply later, we may be able to consider your application, but it is also possible that space will no longer be available. To avoid this possibility, apply early!

The Directions for Student Potential (DSP) Program

This summer program leads to fall enrollment in the College of Arts and Sciences. We therefore strongly encourage you to complete your application by the College's priority date of March 1. You should in any case be sure that your application is complete no later than May 1.

Application Instructions Continued

Completing the Application

Be sure to read the instructions carefully before beginning work on the form. Remember to check the "Special Instructions" area that begins on page C to see if any special instructions apply to you. Please answer all questions. If you have no response, or if a question does not apply to you, please indicate this by putting "N/A" in the appropriate spot.

Please type, or print legibly in black ink, and make bold check marks.

When answering part I, question 3, be sure to choose only one college or program.

When answering part I, question 4, choose one of the following areas of study and put its code in the space provided. If you are not certain which area of study interests you most, use the code for "undecided."

College of Arts and Sciences	
American Studies	AMST
Anthropology	ANTHRO
Anthropology and History	ANTHIS
Art	ART
Biochemistry	BIOCHM
Biology	BIOL
Biology and Medical Technology	BIOMTC
Black Studies	BLKSTY
Chemistry	CHEM
Classical Studies	CLSICS
Computer Science	CMPSCI
Criminal Justice	CRMJUS
Directions for Student Potential (DSP)	DSP
Economics	ECON
Engineering	ENGIN
Engineering Physics	ENRPHY
English	ENGL
Ethics and Social and Political Philosophy	ESPPHI
French	FRENCH
Geography	GEOG
German	GERMAN
Greek (Ancient)	GREEK
Greek and Latin	GRELAT
History	HIST
Italian	ITAL
Latin	LATIN
Mathematics (Applied)	MATAPP
Mathematics (Pure)	MATPUR
Music	MUSIC
Philosophy	PHIL
Philosophy and Public Policy	PHLPUB
Physics	PHYSIC
Political Science	POLSCI
Psychology	PSYCH
Psychology and Sociology	PSYSOC
Russian	RUSS
Sociology	SOCIOL
Spanish	SPAN
Theatre Arts	THRART
Women's Studies	WOST
Undecided	UNDEC1
College of Management	
Management	MGT
College of Nursing	
Nursing (generic)	NURSNG
Nursing for RNs	BSN-RN
College of Public and Community Service*	
Adult Training in Human Services	AT-HMS
Community Energy Planning	CEPLAN
Community Planning	CPLAN
Community Planning and Management	COMMGT
Community Service Management	CSVMGT
Criminal Justice and Public Safety	CRIJUS
Gerontology	GERONT
Human Development in Community (teacher preparation)	TCPHDC
Human Services	HMNSVS
Human Services Advocacy	HUMADV
Human Services in Criminal Justice	HMNCRJ
Human Services Planning	HMNPLN
Labor Studies	LABOR3
Legal Education Services	LEGLED
Legal Practice in Criminal Justice	LGLCRJ
Management of Human Services	MGTHMS
Management of Legal Institutions	MGTLEG
Undecided	UNDEC3

*Recent high school graduates generally not admitted.

Program in Human Performance and Fitness

Human Performance and Fitness	HPF

The list above includes all undergraduate majors offered by the University. It does not include concentrations, minors or programs of study.

Please note that in part II, question 9 (regarding ethnic origin) and question 10 (regarding disabilities) are entirely optional. You are not required to respond to these questions. Neither your response nor your lack of response will be used as a factor in the admission process. The University will use the information obtained through this question only for the compilation of statistics for the U.S. Department of Education and similar agencies or for its own statistical, demographic profile of the student body.

Before completing part VI, please read carefully the information about residency status on pages 20 through 21 of this publication.

Application Instructions Continued

Preparing to Send in the Application

Your application cannot be considered unless you

1. fill out the application form completely;

2. sign the form on page H to certify that all the information you have given is complete and accurate;

3. enclose your essays (see part V) and any other additional sheets of paper.

4. Enclose any optional material, such as your resume and/or letter(s) of recommendation, with which you wish to support your application (see part IV).

5. enclose the application fee. Please send with your application form a check or money order, made out to the University of Massachusetts Boston, in the amount of $25.00 (for Massachusetts residents) or $40.00 (for non-residents of Massachusetts). This fee cannot be refunded. Please note: Applicants who have attended UMass Amherst, UMass Dartmouth, or UMass Lowell as degree-seeking students are not required to pay the fee.

6. arrange to provide all required test scores and transcripts (see the following information).

Mail the application form and all enclosures to:
Undergraduate Admissions Office
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

Required Tests and Transcripts

Admission Tests

- If you wish to enroll as a beginning freshman and you have not been out of high school for more than three years, or
- if you have earned fewer than a total of 24 credits at another college or colleges, you must submit scores from a college-level admission test—either the Scholastic Aptitude Test (SAT), or the American College Test (ACT). (For exceptions, see the "Special Instructions" beginning on this page.)

It is your responsibility to arrange to take the appropriate test and to have the official results sent to the UMass Boston Undergraduate Admissions Office. You may obtain information about requirements and procedures from your school counseling office or from the Educational Testing Service, Princeton, NJ 08540. UMass Boston's College Entrance Examination Board (CEEB) number is 3924.

Transcripts

- If you wish to be admitted as a beginning freshman, or
- if you have earned fewer than a total of 24 credits at another college or colleges, you must arrange to have an official transcript of your high school record, or your GED examination scores, sent to the Undergraduate Admissions Office. (For exceptions, see the "Special Instructions" beginning on this page.)

- If you have attended any educational institution(s) after high school, you must arrange to have an official transcript of your academic record sent to the Undergraduate Admissions Office from each institution attended.

Please remember that each required transcript or GED score report must be official (that is, not a copy given to a student for informational purposes). Each transcript or report must be issued by the organization it represents directly to the Undergraduate Admissions Office, and must reach this office in a sealed envelope.

Special Instructions

Be sure to read the appropriate section(s) of the following instructions if you

- have been out of high school for three years or more
- are seeking admission to the College of Public and Community Service (CPCS)
- are seeking admission to the Directions for Student Potential Program (DSP)
- are interested in a teaching career
- are a registered nurse
- are a non-citizen permanent resident of the United States
- are an international student with a visa
- wish to be exempt from the requirement to submit SAT or ACT scores because you have a disability.

If you have been out of high school for at least three years, we encourage you to apply. For the sake of fairness, we will not require you to submit SAT or ACT test scores. We may, however, require you to provide additional information about yourself, which we will request if necessary. If you have been out of high school for an extended period and are having difficulty obtaining your high school records, you may ask the Undergraduate Admissions Office to exempt you from submitting these records. If you do so, you may still be asked to submit a copy of your high school diploma. If your native language is not English, you may be asked to demonstrate proficiency in English.

Application Instructions Continued

If you are seeking admission to the College of Public and Community Service (CPCS), you are encouraged to attend a CPCS admission seminar, preferably before applying. Seminars are held most Tuesdays at 9:00am and 6:00pm in the Undergraduate Admissions Office (call 617 287-6000 to confirm the schedule). Please note: CPCS is not generally open to students directly out of high school.

If you are seeking admission to the Directions for Student Potential Program (DSP), note that this college-preparatory program is offered only in the summer, and is open only to students who plan to enter the College of Arts and Sciences as beginning freshmen in the fall. When answering part I, question 3, check "College of Arts and Sciences." When answering part I, question 4, use DSP as the code.

If you are interested in a teaching career, you must seek admission to the College of Arts and Sciences (CAS), the College of Public and Community Service (CPCS), or the Human Performance and Fitness Program (HPF). If you wish to enroll in CAS, choose an area of study from the list on page 3 and use its code when responding to part I, question 4. (CAS students interested in teaching careers must complete a CAS major as well as the CAS teacher preparation program). If you wish to enroll in CPCS, the code to use is TCPHDC. If you wish to enroll in HPF, use the HPF code.

If you are a registered nurse applying to the College of Nursing, be sure to check the appropriate box in part I, question 3, and use the code BSN-RN in response to part I, question 4.

If you are a non-citizen permanent resident of the United States, you must enclose with your application a photocopy of your alien registration card (front and back).

If you are an international student with a visa—that is, neither a citizen nor a permanent resident of the United States—you must meet certain special requirements.

a. If your native language is not English, you need not submit SAT or ACT scores. You must, however, take the Test of English as a Foreign Language (TOEFL), and your TOEFL score must show that you are proficient in English. For information, write to The TOEFL Program, Box 899, Princeton, NJ 08540, USA. Note: if your native language is English, you must meet the same requirements for SAT or ACT scores as U.S. citizens and permanent residents.

b. You must submit a copy of your secondary school transcript, leaving certificate, and/or graduation examination results.

c. If the official transcripts of your academic record are not in English, they must be sent to the Undergraduate Admissions Office together with an English translation validated by an official public translator.

d. You must submit a Declaration of Finances form. If you have not already received one, we will send you this form when your application is received. The form must be completed accurately and must show that funds available to you during your full period of study are at least equal to the estimated costs of attending UMass Boston and living in the Boston area during that period. Note: you will be expected to pay the non-resident tuition rate throughout your enrollment at the University.

If you have a learning disability or another disability that might make SAT or ACT scores an inappropriate measure of your capacity for college-level work, you might not be required to submit SAT or ACT scores. To request a waiver of this requirement, you must check the box in part III, question 8. Your response should be voluntary and will be kept confidential; it will have no bearing on the University's decision about your admission. You must also submit recent documentation of the diagnosis of your disability, such as an Individualized Educational Plan (IEP) or a statement from a private physician or psychologist. The University may require an alternative mode of assessment in lieu of the scores.

University of Massachusetts Boston

Undergraduate Admissions Application
(For Full-time and Part-time Study)

Please print or type.

Name: _____
First Middle Last

Part I: Enrollment Plans

1. Have you ever attended another college or university? ☐ Yes ☐ No
2. When do you wish to enroll at UMass Boston? ☐ Fall, 19 ☐☐ ☐ Spring, 19 ☐☐
3. Please indicate the college or program to which you are seeking admission (check only one).
   - ☐ College of Arts and Sciences
   - ☐ College of Management
   - ☐ College of Nursing (Check if you are an RN.)
   - ☐ College of Nursing (Check if you are not an RN.)
   - ☐ College of Public and Community Service
   - ☐ Human Performance and Fitness Program
4. Please refer to the list of areas of study on page B, and provide the code of your intended area of study.
   ☐☐☐☐☐☐
5. If you are interested in one of these career preparation programs, please check the appropriate box.
   ☐ Pre-law ☐ Pre-med ☐ Teacher Preparation

Part II: Biographical Information

1. Name
   - Last
   - First
   - Middle
   - Previous
2. Sex ☐ Male ☐ Female
3. Social Security Number ☐☐☐ • ☐☐ • ☐☐☐☐
4. Date of Birth (Month, Day, Year. Example: 12 04 73) ☐☐ ☐☐ ☐☐
5. Country of Citizenship _____
6. Present Mailing Address _____
   Number Street
   City State Zip Country
7. Permanent Legal Address _____
   Number Street
   City State Zip Country

Office Use Only

Fee type: Residency: Fee amount:

Part II: Biographical Information *continued*

8. Telephone Numbers ( ) ( )
   Home Work

   Email address

9. Ethnic Origin (Optional)
   - ☐ American Indian or Alaskan Native
   - ☐ Asian or Pacific Islander
   - ☐ Black (Not of Hispanic Origin)
   - ☐ Cape Verdean
   - ☐ Hispanic
   - ☐ White (Not of Hispanic Origin)
   - ☐ Other (please specify) _____
   - ☐ Do Not Wish to Report

10. If you have a physical disability, please check this box. (Optional) ☐
    If you have a learning disability, please check this box. (Optional) ☐

11. Please designate a person to be notified in case of emergency

    Name Relationship

    This person's permanent address
    Number Street

    City State Zip Country

    Telephone Numbers ( ) ( )
    Home Work

Part III: Education and Academic Information

1. Please provide the name and location of the high school you most recently attended, as well as your graduation date and the school's College Entrance Examination Board code (which you can obtain from the school's guidance office).

   Name of high school City State

   CEEB code | | | | | | Mo/Yr graduated Mo | | Yr | |

2. If you have completed a high school equivalency program (GED), please provide this information:

   Name of program Mo/Yr completed Mo | | Yr | |

3. Please list every college or university you have attended, beginning with the one most recently attended. Indicate dates of attendance and any degrees earned. You may obtain the institutions' CEEB code numbers from their admissions offices. If you need more space, use an additional page; be sure to print your name, address, and social security number on this page. (Please note: you must provide academic transcripts from all institutions you have attended, whether or not you wish to transfer credit.)

   Name of institution City State

   CEEB Code | | | | | | Attended from: Mo | | Yr | | To: Mo | | Yr | | Degree(s)

   Name of institution City State

   CEEB Code | | | | | | Attended from: Mo | | Yr | | To: Mo | | Yr | | Degree(s)

   Name of institution City State

   CEEB Code | | | | | | Attended from: Mo | | Yr | | To: Mo | | Yr | | Degree(s)

   Name of institution City State

   CEEB Code | | | | | | Attended from: Mo | | Yr | | To: Mo | | Yr | | Degree(s)

Part III: Education and Academic Information *continued*

4. Please list any courses in which you are now enrolled at other colleges or universities.

5. If you have ever taken courses at UMass Boston, please indicate the semester(s) and year(s).

6. Have you taken, or do you plan to take, any of the following tests? Please indicate month and year.

☐ SAT Mo ___ Yr ___ ☐ ACT Mo ___ Yr ___

☐ TOEFL Mo ___ Yr ___ ☐ Other (name of test) _____ Mo ___ Yr ___

7. Please list any certificate programs you have completed since leaving high school.

Name of program _____ Mo/Yr completed Mo ___ Yr ___

Name of program _____ Mo/Yr completed Mo ___ Yr ___

8. If you have a disability, and believe that SAT or ACT scores would not be an appropriate measure of your capacity for college-level work because of your disability, and wish to request a waiver of the requirement to submit these scores, check the box below. (Please also see the "Special Instructions" beginning on page C.)

☐

Part IV: Activities and Life Experience

1. Please list two activities that have been most important to you. These can be school, community, church, or individual activities or hobbies; they can include sports, music, clubs, and other interests.

Activity Years involved Title (if applicable)

Activity Years involved Title (if applicable)

2. Have you served or are you now serving in the armed forces? ☐ No ☐ Yes

3. Please provide information about your employment history. (You may wish to submit a resume.)

Present employer No. of years employed Title/responsibilities

Present employer No. of years employed Title/responsibilities

4. If doing so might strengthen your application, we encourage you to enclose a letter of recommendation from an objective observer, such as an employer, commenting on your maturity and motivation to succeed at UMass Boston. (You may submit more than one letter.)

5. Which language(s) are you most comfortable speaking?

Which language(s) are you most comfortable reading and writing?

Part V: Essays

1. Please write and enclose an essay of about 500 words describing the career or personal goals that have led to your interest in university study. Include a discussion of the ways in which pursuing a bachelor's degree at UMass Boston can help you reach these goals.

2. To help the Undergraduate Admissions Office better evaluate your preparation for university-level academic achievement, please write and enclose an essay of about 250 words describing any experience(s) that have had a significant impact on your academic performance.

Please word-process, type, or print your responses to these questions on a separate sheet or sheets of paper. Be sure to put your name, address, and social security number on each sheet, and to enclose all sheets with this application.

Part VI. Residency Information

All applicants must complete this section. Before doing so, please read the statement of rules and regulations governing residency status on page 20 through 21 of this publication. Be sure to answer all questions in part 1 and to indicate your residency status in either part 2 or part 3. If you claim Massachusetts residency, be sure to indicate in part 2 the month and year when you—or your parent(s), guardian, or spouse— began residing in Massachusetts.

1. All applicants must complete this part.

   Are you a citizen of the United States? ☐ Yes ☐ No

   Please indicate your place of birth.
   _____ City _____ State (if applicable) _____ Country

   If you are a permanent alien resident, please provide your alien registration number _____
   Please also enclose with your application a photocopy (front and back) of your alien registration card.

2. If you *are* a Massachusetts resident, as defined by the rules and regulations governing residency status, complete this part.

   I have read the rules and regulations governing the residency status of students for tuition purposes at the University of Massachusetts, and I here state that, pursuant to these rules and regulations, I qualify as a Massachusetts resident for the following reason (check one and indicate beginning of residence):

   ☐ I am 18 years of age or more, and I have resided continuously in Massachusetts since mo ☐☐ yr ☐☐

   ☐ I am under 18, and my parent(s) or guardian has resided continuously in Massachusetts since mo ☐☐ yr ☐☐

   ☐ I am married, and my spouse has resided continuously in Massachusetts since mo ☐☐ yr ☐☐

3. If you are not a Massachusetts resident, as defined by the rules and regulations governing residency status, complete this part.

   ☐ I do not qualify for classification as a Massachusetts resident as defined by the rules and regulations governing residency status of students for tuition purposes at the University of Massachusetts.

   If you are a foreign student and already hold a visa, please indicate your visa status below.

   ☐ F1 ☐ F2 ☐ J1 ☐ J2 ☐ Other _____

   If you are a foreign student and have applied for a visa, indicate below the visa status for which you have applied.

   ☐ F1 ☐ F2 ☐ J1 ☐ J2 ☐ Other _____

Part VII. Final Instructions

The applicant must sign below. If the applicant is under eighteen and unmarried, a parent or guardian must also sign.

I certify that the information given in this application is complete and accurate, and that I have not attended any institution(s) other than those listed. I understand that making false or fraudulent statements within this application could result in denial of admission, disciplinary action, and invalidation of credits or degrees earned. Should there be any change in the substance of the information given here, I will immediately notify the Undergraduate Admissions Office.

Signature of Applicant _____ Date _____

Signature of Parent or Guardian _____ Date _____

Please check the boxes below to indicate that this stage of your application is complete.

☐ I have enclosed a check or money order in payment of the application fee. ($25 for Massachusetts residents, $40 for all others. Exception: Applicants who have attended UMass Amherst, UMass Dartmouth, or UMass Lowell as degree-seeking students are not required to pay the fee.)

☐ I have enclosed my two essays (see page G, part V) and any optional material I wish to submit.

☐ I have completed the residency information section. If applicable, I have enclosed photo copies of my alien registration card (front and back).

☐ I have signed this application form to certify that the information in it is complete and accurate; and (if necessary) my parent or guardian has also signed it.

☐ I have read the instructions regarding transcripts and admission tests, and I understand what credentials I must arrange to have sent to the Undergraduate Admissions Office, in addition to this application form.

Send this form and all enclosures to:

Office of Undergraduate Admissions
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

Admissions Information Service
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393

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UMASS Boston